

DOCUMENT RESUME

ED 368 774

TM 021 203

TITLE Maryland School Performance Report, 1993. State and School Systems.
 INSTITUTION Maryland State Dept. of Education, Baltimore.
 Maryland School Performance, Product, and Service Development Office.
 PUB DATE Nov 93
 NOTE 135p.
 PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
 EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS Academic Achievement; Attendance; Dropout Rate; Educational Attainment; Educational Finance; Educational Improvement; Elementary Secondary Education; Enrollment; Evaluation Methods; Financial Support; Knowledge Level; Measurement Techniques; School Districts; Standards; *State Programs; *Student Characteristics; Tables (Data); *Testing Programs; *Test Results
 IDENTIFIERS *Maryland; Maryland Functional Testing Program; Maryland School Performance Assessment Program; *Performance Based Evaluation

ABSTRACT

This publication presents performance data and the concomitant standards of performance that form the basis of school improvement in Maryland. The Data-Based Areas section of this report describes essential tools for measuring how well schools, school systems, and the state are preparing every student for higher education and successful careers and how they are educating every student. The areas are divided into student-performance factors and supporting information. Student-performance areas include: (1) assessed knowledge on the Maryland Functional Testing Program and the Maryland School Performance Assessment Program; (2) the student's participation in education, which includes attendance and dropout data; and (3) student attainment. Supporting information includes population and financial data. Maryland standards for excellent and satisfactory performance are also defined, and their fulfillment is documented as part of the review of each system. Information is provided in statewide summary tables and in individual tables for the 24 school systems. Thirty tables present the data-based areas for the state and school systems. (SLD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
KATHLEEN ROSENBERG

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it

Minor changes have been made to improve
reproduction quality

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

ED 368 774

TM1021283

2

BEST COPY AVAILABLE

3

MARYLAND STATE BOARD OF EDUCATION

Robert C. Embry, Jr.
President

Edward Andrews
Vice President

Christopher T. Cross
George W. Fisher
Christopher E. Grant
Marvin E. Jones
Elmer B. Kaelin
Rose LaPlaca
Joan C. Maynard
Harry D. Shapiro
Edmonia T. Yates
Allison C. Cole (Student Member)

Nancy S. Grasmick
Secretary-Treasurer of the Board
State Superintendent of Schools

Bonnie S. Copeland
Deputy State Superintendent of Schools

Robert E. Gabrys
Assistant State Superintendent for School Performance

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the Equity Assurance and Compliance Branch at: (410) 333-2230 Voice, (410) 333-6442 TTY/TDD, or (410) 333-2226 FAX.

William Donald Schaefer
Governor

MARYLAND SCHOOL PERFORMANCE REPORT, 1993
State and School Systems

6

7

Maryland School Performance, Product, and Service Development Office
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595
(410) 333-2384

Foreword

This publication, *Maryland School Performance Report, 1993: State and School Systems*, presents performance data and the concomitant standards of performance that form the basis of school improvement in Maryland. It provides a rich resource for parents, community members, students, and anyone interested in education to examine achievement in their school systems and to join in the process of meaningful school improvement.

This report reflects an accountability system that is central to the Maryland School Performance Program (MSPPP) and that is designed to move our State toward high quality education for all of its children. MSPPP is founded on three fundamental premises that evolved from the Governor's Commission on School Performance:

- All children can learn.
- All children have the right to attend schools in which they can progress and learn.
- All children shall have a real opportunity to learn equally rigorous content.

Central to this year's report is the inclusion of Maryland School Performance Assessment (MSPAP) data, along with proposed standards for satisfactory and excellent performance in mathematics, science, reading, and social studies in grades three, five, and eight. These proposed standards represent the kind of performance we should expect of our schools as we prepare students for lives in the next century.

Changes in instruction that are now taking place in classrooms around the State are the key to achieving these very demanding but attainable standards. Because these standards are forward-looking, we should not be discouraged that the data in this 1993 report show that we have a long way to go before we achieve our vision of excellence.

Thank you for taking the time to look through the 1993 *Maryland School Performance Report*. Your interest and active involvement in school improvement are essential if Maryland is to reach its goal of a successful educational experience for each and every child.

Nancy S. Grasmick, *State Superintendent of Schools*
November 1993

MARYLAND SCHOOL PERFORMANCE REPORT, 1993 STATE AND SCHOOL SYSTEMS

The Maryland State Board of Education approved the Maryland School Performance Data-Based Areas on April 25, 1990 (Resolution Number 1990-5), the Standards for the Data-Based Areas on August 29, 1990 (Resolution Number 1990-30), and additional Standards on July 31, 1991 (Resolution Number 1991-17).

The first annual *Maryland School Performance Report, 1990-State and School Systems*, was published in November 1990 and presented only a portion of the identified data on student performance for the State and local systems. Since November 1991, the annual report has been published in two sections:

- 1) The *Maryland School Performance Report, State and School Systems*, is published by the Maryland State Department of Education. This section includes State summary and disaggregated data and summary data for each school system in the State.
- 2) The *Maryland School Performance Report, School System and Schools*, is published by each local school system. This section includes summary and disaggregated data for the system and for each school in the system.

In addition to the areas listed in this booklet, several local school systems have added local Data-Based Areas. These data are published in local reports.

Data-Based Areas are essential tools for measuring how well schools, school systems, and the State are preparing every student for higher education and successful careers, and how well they are educating every student. Data-Based Areas provide information about student performance and are useful to guide decision making for school improvement. They also provide information about factors considered to influence school performance. The Data-Based Areas have been divided into two parts: (1) STUDENT PERFORMANCE and (2) SUPPORTING INFORMATION.

WHY WERE THESE DATA-BASED AREAS CHOSEN?

The Data-Based Areas for STUDENT PERFORMANCE were chosen for statewide reporting because they:

- are able to be influenced by the school
- are comparably defined across the State
- are essential for student and school performance improvement
- are useful for instructional improvement decisions
- can be evaluated according to statewide standards of satisfactory and excellent.

The Data-Based Areas for SUPPORTING INFORMATION were chosen because they help describe school, school system, and State characteristics. School populations differ greatly in Maryland. Supporting Information Data-Based Areas describe the differences. The Maryland School Performance Program wants each school to offer an excellent educational program to its particular students. Thus, each school will be judged against its own growth from year to year, not against the growth of another school. Standards are not set for this information; however, school descriptions and/or characteristics will be reported.

DATA-BASED AREAS REPORTED IN THIS BOOKLET

A. Student Performance

1. Assessed Knowledge

a. Maryland Functional Testing Program

- Achieving basic competencies in the areas of reading, mathematics, writing, and citizenship are requirements for graduation from high school in Maryland. Functional tests assess whether each student attains basic competencies that are closely aligned to the instructional program.

Functional test results are reported as:

- 1). Grade 9 Status--The number of ninth grade students taking, the number absent, the number exempted, and the percent passing each of the tests by the end of the school year. (Results are reported for the citizenship test at the end of grade 10 for Frederick, Howard, Montgomery, and Washington County systems.)
- 2). Grade 11 Status--The number of eleventh grade students refusing to take the test, the number exempt, and the percent passing each of the tests and all four tests by the end of the school year.

- b. Maryland School Performance Assessment Program (MSPAP)
 - Performance based assessments in reading, mathematics, science and social studies and the proposed standards represent high expectations for school performance. Students are required to apply knowledge in and across content areas as they demonstrate their understanding of authentic reading selections and develop extended written responses to prompts. Students work individually and in groups to solve multi-step mathematics problems.

conduct hands-on science investigations, and demonstrate understanding of social studies concepts. MSPAP test results are reported at grades 3, 5, and 8.

Results are reported as the number of students tested, the number absent or excused from the test, and the number not reported. (The number not reported includes exemptions for special education, limited English proficiency, and second semester transfer students.) Results are reported as the percent of students scoring at the satisfactory level and the percent scoring at the excellent level for grades 3, 5, and 8 in reading, mathematics, social studies, and science.

Spring 1992 MSPAP results are reported in this booklet. Spring 1993 results will be released in January, 1994.

2. Student Participation

a. Attendance

1. Yearly Rate

- Attendance rates are reported as the percent of students present in school for at least half of the day on an average school day during the September to June school year. They are reported for elementary (Grades 1 through 6) and secondary (Grades 7 through 12) students.
- 2. Students absent fewer than 5 and more than 20 days.
 - These rates are reported as the percent of students absent from school fewer than 5 and more than 20 days during the September to June school year. Only students in membership 91 days or more during the school year are included in this count.
- b. Dropout Rate (Yearly)
 - The dropout rate is reported as the percent of students in Grades 9 through 12 who withdrew from school before graduation or before completing a Maryland approved educational program during the July through June academic year.

3. Student Attainment

- a. Promotion Rate (Yearly)
 - Promotion rate is reported as the percent of students who were advanced to a higher grade or instructional level at the end of the school year in Grades 1 through 6, including ungraded special education students under 12 years of age, in each school system.
- b. High School Program Completion
 - High school program completion is reported as the number and percent of 1993 graduates who have completed minimum course requirements that would qualify them for admission to the University of Maryland System, the number and percent who have completed an approved occupational program, and the number and percent who have completed both university and occupational requirements.

4. Post-Secondary Decisions

- Post-secondary decisions are reported as the number and percent of 1993 graduates who have indicated they plan to attend a two or four year college, attend a specialized school or pursue specialized training, enter employment related or unrelated to their high school program, enter the military, and enter full or part-time employment and school. Students indicate their decisions via a pre-graduation survey form.

B. Supporting Information

1. Student Population Characteristics--Enrollment and Mobility
 - a. Enrollment is the number of students in membership in grades pre-kindergarten through 12, including ungraded special education, on September 30, 1992, in each school system.
 - b. Mobility is reported as entrants, the number and percent of students who transferred into or within a system, and withdrawals, the number and percent of students who transferred to other schools in the system, to other systems, or who dropped out of school during the school year. Mobility is reported as a percentage of the system's average daily membership.
2. First Graders with Kindergarten Experience
 - First graders with kindergarten experience is reported as the number and percent of first graders who attended a public or non-public kindergarten prior to entry into the first grade.

3. Students Receiving Special Services

- Information in this area is reported as the number and percent of students who received the following special services in each school system.
 - Special Education-Handicapped students who had current Individualized Education Programs (IEPs) and who were being served by the system, as of December 1992. The information is reported both as a total and also by the subsets of intensity of service (Intensity 1-5).
 - Limited English Proficient--Students who have a primary or home language other than standard English used in academic pursuits throughout the United States and who have been assessed as having limited or no age-appropriate ability to understand, speak, read, or write English.
 - Chc, er 1--Students receiving services funded in whole or in part by Chapter I of the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988). Data are reported for the 1992-93 school year for those public school students in grades pre-kindergarten through 12. Percentages are based on September 30, 1992 enrollment.
 - Free/Reduced Price Meals--Students whose application for free/reduced price meals met family size and income guidelines of the United States Department of Agriculture as of June 30, 1993.
- 4. Other Factors
 - Financial Information
 - Wealth per pupil provides an indication of potential resources for each local system. It is the taxable wealth in relation to the September 30, 1992 enrollment of a school system.
 - Per pupil expenditure is the average cost of providing education to each student in a public school in each local school system.
 - Staffing per 1,000 students as of October 30, 1992.
 - Instructional Staff--Staff members who perform professional activities related to teaching students. Included are

classroom, resource, home and hospital, television and radio teachers, and reading specialists.

- Professional Support Staff--Staff members who provide auxiliary services either to students or to the instructional program at the school level. Included are librarians, guidance counselors, school psychologists, therapists, principals, assistant principals, and administrative assistants.
- Instructional Assistants--Staff members assigned to assist a teacher with routine activities such as monitoring students, conducting rote exercises, operating equipment, and performing clerical duties. Included are regular program, special education, Chapter I, and library assistants.

c. Instructional Time

- Length of School Year--The number of days that school was open and students were expected to attend.
- Average Length of School Day--The average number of student hours to the nearest quarter hour between the first and final bell during a full school day.

d. Norm-Referenced Assessment-Comprehensive Tests of Basic Skills (CTBS/4)

- The number of students in grade 3, grade 5, and grade 8 who have taken the Comprehensive Tests of Basic Skills and their system-wide median national percentile ranks in reading, language arts, and mathematics. Some school systems test all students (census) and some test only a portion of students (sample).

STANDARDS

The State Board of Education approved the original standards for data reported in the area of STUDENT PERFORMANCE. The challenge will be to reach these standards within five years from the time they were set. Standards are measures of performance against which those data will be judged. Standards were not set for data reported in the area of SUPPORTING INFORMATION.

Standards will:

- help schools, school systems, and the State examine critical aspects of their programs
- help ensure that all students receive quality instruction
- help schools, school systems, and the State to be accountable for quality instruction
- guide school, school system, and State efforts toward school improvement.

The satisfactory and excellent standards are high standards. Many systems, in the 1990 baseline year of the report, did not achieve either a satisfactory or an excellent rating in Data-Based Areas because (1) the standards were new and (2) systems may have been focusing their efforts in other areas. We expect systems to make progress toward the achievement of standards and to reach them within five years. This report, November 1993, contains data from the baseline year, the previous year (1992, where applicable), and current data. Many systems have already made large strides toward meeting the standards.

WHAT ARE THE STANDARDS AND HOW ARE THEY DEFINED?

Excellent Performance--Excellent Performance is a highly challenging and clearly exemplary level of achievement, indicating outstanding accomplishment in meeting the needs of students.

Satisfactory Performance--Satisfactory Performance is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. Standards that have been set for the student performance data areas are:

State Data-Based Areas	Variable	Standards	Excellent	Satisfactory
Functional Tests				
Grade 9 Status of:				
• Maryland Functional Reading Test		97%	95%	
• Maryland Functional Mathematics Test		90%	80%	
• Maryland Writing Test		96%	90%	
• Maryland Citizenship Test		92%	85%	
Grade 11 Status of:				
• Maryland Functional Reading Test		99%	97%	
• Maryland Functional Mathematics Test		99%	97%	
• Maryland Writing Test		99%	97%	
• Maryland Citizenship Test		99%	97%	
• All Tests		96%	90%	
Attendance Rate (Yearly)				
• Grades 1-6		96%	94%	
• Grades 7-12		96%	94%	
Promotion Rate - Grades 1-6 (Yearly)				
Dropout Rate - Grades 9-12 (Yearly)		98%	96%	3%
		1.25%		

State Data-Based Areas

Standards

<u>Variable</u>	<u>Excellent</u> (PROPOSED STANDARDS)	<u>Satisfactory</u>
Maryland School Performance Assessment Program (MSPAP)		
Grades 3, 5, and 8		
• Reading	25%	70%
• Mathematics	25%	70%
• Social Studies	25%	70%
• Science	25%	70%

A school meets the excellent standard only when 70% or more of its students achieve at satisfactory or above and 25% or more of those students achieve at the excellent level.

Summary data are reported for each school system and the State; data disaggregated by sex and race/ethnicity are also reported for the State. An indication has been made of excellent, satisfactory, or not met for data areas in STUDENT PERFORMANCE on the report forms. For reporting categories with fewer than 20 students, the actual counts are replaced by *'s to insure confidentiality.

DISAGGREGATED DATA

State data are disaggregated by sex and race/ethnicity for all Student Performance data-based areas if 20 or more students are included in a race/ethnicity category. The categories are: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); and Hispanic. School system data are not disaggregated in the State/System report.

USE AND VERIFICATION OF DATA

Data provide a snapshot picture of each school system and the State. Schools, school systems, and the State will use the data to make instructional improvement decisions; to improve school, school system, and State performance; and to measure improvement from year to year.

The picture is complete only when all information is considered. It is the sum of the parts that becomes valuable for school improvement decision making.

School system data contained in this report were submitted to the Maryland State Department of Education by local school systems. Local superintendents agreed with data reconciliation reached by local system and State Department of Education personnel. In cases where differences of more than five percent occurred between 1992 and 1993 data, additional procedures were used to verify accuracy. State data are an aggregation of local system data.

CTBS/4 data were submitted by CTB Macmillan/McGraw-Hill, publisher of CTBS/4. CTBS/4 data are reported for local systems by dates of local test administration.

MARYLAND

Maryland, with a population of 4,800,000, ranks forty-second in size and ninetieth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,270 public schools.



STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1992		1993**	
	EX	SAT	EX	SAT	NUMBER TAKING	NUMBER ABSENT
Reading	97	95	51,897	1,224	912	97.4
Mathematics	90	80	52,144	1,032	850	79.2
Writing	96	90	49,981	2,722	988	93.5
Citizenship	92	85	50,733	1,494	853	83.8

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1991**		1992		1993	
	EX	SAT	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX SAT
Reading	99	97	99.4	99.3	0	593	99.6	✓
Mathematics	99	97	96.5	96.2	•	601	96.2	✓
Writing	99	97	97.7	97.8	•	876	98.6	✓
Citizenship	99	97	96.3	95.6	•	546	96.3	✓
Passed All Tests	96	90	93.1	92.4	0	504	93.2	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD		NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	NUMBER NOT REPORTED	PERCENT AT		EX SAT	NOT MET
	EX	SAT					EX	SAT		
G Reading	25	70	51,221	3,975	4,329	2,0	28.6	✓	✓	✓
A Mathematics	25	70	51,617	4,111	3,662	1,5	27.4	✓	✓	✓
D Social Studies	25	70	50,812	4,916	3,665	2,2	33.6	✓	✓	✓
E Science	25	70	50,773	4,955	3,659	1,9	31.9	✓	✓	✓
G Reading	25	70	49,903	3,339	3,697	3,2	25.9	✓	✓	✓
A Mathematics	25	70	50,314	3,410	3,147	5,9	42.9	✓	✓	✓
D Social Studies	25	70	49,578	4,146	3,146	3,4	31.4	✓	✓	✓
E Science	25	70	49,310	4,414	3,135	2,2	34.1	✓	✓	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD		NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	NUMBER NOT REPORTED	PERCENT AT		EX SAT	NOT MET
	EX	SAT					EX	SAT		
G Reading	25	70	41,940	4,602	2,449	2,1	24.0	✓	✓	✓
A Mathematics	25	70	42,723	4,002	2,238	4,5	34.2	✓	✓	✓
D Social Studies	25	70	42,331	4,394	2,224	2,8	28.7	✓	✓	✓
E Science	25	70	41,284	5,441	2,217	2,9	26.9	✓	✓	✓

* Fewer Than 20 Students ** Indicates Baseline Year Data
... Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

10 28 4.475 12.3 5.3
... Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD		1990**		1992		1993	
	STANDARD	EX SAT	Percent	EX SAT	Percent	EX SAT	Percent	EX SAT
Grades 1-6	96	94	94.2	94.6	94.8	91.2	91.2	✓
Grades 7-12	96	94	90.1	90.9	91.2	90.9	91.2	✓

STUDENTS ABSENT		1992 PERCENT		1993 PERCENT	
Fewer than 5 days	30.9	30.9
More than 20 days	14.6	14.6

DROPOUT RATE (YEARLY)	STANDARD		1990**		1992		1993	
	STANDARD	EX SAT	Percent	EX SAT	Percent	EX SAT	Percent	EX SAT
Grades 9-12	1.25	3.0	6.5	5.2	5.2	5.36	5.36	✓

STUDENT ATTAINMENT		1990**		1992		1993		
PROMOTION RATE	STANDARD	EX	SAT	EX	SAT	EX	SAT	
Grades 1-6	98	96	97.5	98.7	99.1	98.7	99.1	✓

HIGH SCHOOL PROGRAM COMPLETION		1991		1992		1993	
University of Maryland System Requirements	Percent Completed	EX	SAT	Percent Completed	EX	Percent Completed	EX
Approved Occupational Program Requirements	43.5	42.5	42.5	43.6	42.5	42.5	42.5
BOTH - University & Occupational Requirements	2.5	2.4	2.4	2.5	2.4	2.4	2.4

POST-SECONDARY DECISIONS		1992**		1993	
Percent	Number	Percent	Number	Percent	Number
Attend a four year college	40.2	14,723	40.5	14,723	40.5
Attend a two year college	18.7	6,696	18.4	6,696	18.4
Attend a specialized school or pursue specialized training	2.9	1,018	2.8	1,018	2.8
Enter employment (related to high school program)	5.4	1,841	5.1	1,841	5.1
Enter employment (unrelated to high school program)	8.5	3,040	8.4	3,040	8.4
Enter the military	3.7	1,516	4.2	1,516	4.2
Enter full-time employment and/or school	2.8	1,099	3.0	1,099	3.0
Enter part-time employment and/or school	12.5	4,475	12.3	4,475	12.3
Other and no response	5.3	1,939	5.3	1,939	5.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Maryland

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	15,567	16,082
Kindergarten	57,658	59,653
Grades 1 - 6	358,455	363,736
Grades 7 - 12	291,053	299,189
Ungraded Special Education	13,505	13,120
Total Enrollment	736,238	751,780

STUDENTS RECEIVING SPECIAL SERVICES

1992			1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	11,791	1.6	12,076	1.6
Chapter 1	66,504	9.0	63,167	8.4
Free/Reduced Price Meals	192,171	26.1	212,175	28.2
Special Education	83,984	11.4	87,644	11.7
Intensity I	6,350	7.6	6,725	7.7
Intensity II	29,848	35.5	30,278	34.5
Intensity III	16,290	19.4	17,516	20.0
Intensity IV	21,720	25.9	22,729	25.9
Intensity V	9,776	11.6	10,396	11.9

First Graders with Kindergarten Experience

	1992	PERCENT	NUMBER	1993	PERCENT	NUMBER
	59,275	94.3	60,764	96.1		

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Because of sampling in some school systems, State total is adjusted proportionally	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992		1993	1992		1993	1992		1993
	Median	Percentile	Number Taking	Median	Percentile	Number Taking	Median	Percentile	Number Taking
				54.0	58,536	53.0	51.4	58,283	49.0
Grade 3				54.6	57,909	48.2	51.8	57,747	49.1
Grade 5				54.3	52,606	55.2	50.2	51,802	48.8
Grade 8				54.3	52,606	55.2	50.2	51,802	48.8

School Improvement Notes

The State's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for Maryland Functional Tests-Grades 9 and 11 in writing and passed all tests, and student attendance in grades 1-6. Excellent standards were met for student promotions and Maryland Functional Tests-Grades 9 and 11 in reading. As a State, we have not yet met the satisfactory standard for: mathematics and citizenship in Grades 9 and 11, student attendance in grades 7-12, and dropouts. While the overall dropout rate increased, the dropout rate decreased in eleven of the twenty-four school systems. Although we are a long way from meeting the demanding MSPAP proposed standards, the State and school systems working together to improve the quality of instruction and the level of education for all students should move us toward our goal of achieving these proposed standards.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$210,777	\$219,365
Per pupil expenditure	\$5,815	\$5,823
Instructional staff per 1,000 pupils	60.7	60.4
Professional support staff per 1,000 pupils	9.1	9.3
Instructional assistants per 1,000 pupils	9.4	9.4
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	179

ALLEGANY

COUNTY PUBLIC SCHOOLS

Allegany County, with a population of 75,000, is located in the heart of Western Maryland. The Board of Education is housed in Cumberland, the County seat. The twenty-four public schools include thirteen elementary schools, three middle schools, three K-12 schools, one junior/senior high school, three secondary schools, and one center for career and technical education.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD			1993**		
	EX SAT		EX	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT
	PERCENT PASSING	EX	SAT	EX	SAT	NOT MET
Reading	97	95	888	0	0	98.1 ✓
Mathematics	90	80	887	0	0	84.9 ✓
Writing	96	90	873	26	0	95.1 ✓
Citizenship	92	85	885	0	0	85.8 ✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD			1991**			1992			1993**		
	EX SAT		EX	NUMBER REFUSED	NUMBER EXEMPT	NUMBER PASSING	EX	SAT	EX	SAT	EX	SAT
	PERCENT EX	PERCENT SAT	EX	EX	EX	EX	EX	SAT	EX	SAT	EX	SAT
Reading	99	97	99.7	99.2	0	0	99.6 ✓					
Mathematics	99	97	98.0	95.0	0	0	96.5 ✓					
Writing	99	97	98.5	98.4	0	0	98.7 ✓					
Citizenship	99	97	98.1	95.8	0	0	96.0 ✓					
Passed All Tests	96	90	96.1	92.2	0	0	93.2 ✓					

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD			NUMBER TESTED			NUMBER ABSENT/EXCUSED			NUMBER NOT REPORTED		
	EX SAT		EX	NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT	EX	SAT	EX	SAT	NOT MET
	EX	SAT	EX	EX	EX	EX	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	731	83	•	1.0	20.4 ✓					
A Mathematics	25	70	754	60	•	0.7	19.0 ✓					
D Social Studies	25	70	737	77	•	0.7	23.1 ✓					
E Science	25	70	738	76	•	1.6	25.3 ✓					
G Reading	25	70	778	59	•	1.3	18.3 ✓					
A Mathematics	25	70	772	65	•	3.9	34.9 ✓					
D Social Studies	25	70	763	74	•	1.6	28.0 ✓					
E Science	25	70	762	75	•	0.8	29.5 ✓					
G Reading	25	70	781	68	•	1.9	23.0 ✓					
A Mathematics	25	70	803	51	•	3.5	29.9 ✓					
D Social Studies	25	70	791	63	•	2.6	28.9 ✓					
E Science	25	70	780	74	•	1.4	27.3 ✓					

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD			NUMBER TESTED			NUMBER ABSENT/EXCUSED			NUMBER NOT REPORTED		
	EX SAT		EX	NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT	EX	SAT	EX	SAT	NOT MET
	EX	SAT	EX	EX	EX	EX	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	731	83	•	1.0	20.4 ✓					
A Mathematics	25	70	754	60	•	0.7	19.0 ✓					
D Social Studies	25	70	737	77	•	0.7	23.1 ✓					
E Science	25	70	738	76	•	1.6	25.3 ✓					
G Reading	25	70	778	59	•	1.3	18.3 ✓					
A Mathematics	25	70	772	65	•	3.9	34.9 ✓					
D Social Studies	25	70	763	74	•	1.6	28.0 ✓					
E Science	25	70	762	75	•	0.8	29.5 ✓					
G Reading	25	70	781	68	•	1.9	23.0 ✓					
A Mathematics	25	70	803	51	•	3.5	29.9 ✓					
D Social Studies	25	70	791	63	•	2.6	28.9 ✓					
E Science	25	70	780	74	•	1.4	27.3 ✓					

* Fewer Than 20 Students

** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

12

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD			1993**			STUDENT PARTICIPATION			1993		
	EX SAT		EX	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	STANDARD	EX	SAT	STANDARD	EX	SAT
	PERCENT EX	PERCENT SAT	EX	EX	SAT	EX	EX	SAT	EX	EX	SAT	EX
Reading	97	95	888	0	0	98.1 ✓	96	94	94.8	95.3	94.0	95.3 ✓
Mathematics	90	80	887	0	0	84.9 ✓	96	94	92.3	93.6	94.0	93.3 ✓
Writing	96	90	873	26	0	95.1 ✓	STUDENTS ABSENT	1992 PERCENT			1993 PERCENT	
Citizenship	92	85	885	0	0	85.8 ✓	Fewer than 5 days	31.9	9.8			36.4
							More than 20 days					9.3

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD			1993**			STUDENT ATTAINMENT			1993		
	EX SAT		EX	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	STANDARD	EX	SAT	STANDARD	EX	SAT
	PERCENT EX	PERCENT SAT	EX	EX	SAT	EX	EX	SAT	EX	EX	SAT	EX
Reading	99	97	99.7	99.2	0	0	99.6 ✓			1.25	3.0	2.3
Mathematics	99	97	98.0	95.0	0	0	96.5 ✓			2.5	1.71	✓
Writing	99	97	98.5	98.4	0	0	98.7 ✓					
Citizenship	99	97	98.1	95.8	0	0	96.0 ✓					
Passed All Tests	96	90	96.1	92.2	0	0	93.2 ✓					

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD			1993**			DROPOUT RATE			1993		
	EX SAT		EX	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	STANDARD	EX	SAT	STANDARD	EX	SAT
	PERCENT EX	PERCENT SAT	EX	EX	SAT	EX	EX	SAT	EX	EX	SAT	EX
Reading	99	97	99.7	99.2	0	0	99.6 ✓			1.25	3.0	2.3
Mathematics	99	97	98.0	95.0	0	0	96.5 ✓			2.5	1.71	✓
Writing	99	97	98.5	98.4	0	0	98.7 ✓					
Citizenship	99	97	98.1	95.8	0	0	96.0 ✓					
Passed All Tests	96	90	96.1	92.2	0	0	93.2 ✓					

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD			1993**			PROMOTION RATE			1993		
	EX SAT		EX	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	STANDARD	EX	SAT	STANDARD	EX	SAT
	PERCENT EX	PERCENT SAT	EX	EX	SAT	EX	EX	SAT	EX	EX	SAT	EX
Reading	99	97	99.7	99.2	0	0	99.6 ✓			1.25	3.0	2.3
Mathematics	99	97	98.0	95.0	0	0	96.5 ✓			2.5	1.71	✓
Writing	99	97	98.5	98.4	0	0	98.7 ✓					

Allegany

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	127	136
Kindergarten	791	758
Grades 1 - 6	5,087	5,012
Grades 7 - 12	4,990	5,057
Ungraded Special Education	203	204
Total Enrollment	11,198	11,167

STUDENT MOBILITY

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Entrants	722	6.6
Withdrawals	782	7.1

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	0	0
Chapter 1	1,223	10.9
Free/Reduced Price Meals	4,719	42.1
Special Education	1,315	11.7
Intensity I	128	9.7
Intensity II	398	30.3
Intensity III	414	31.5
Intensity IV	361	27.5
Intensity V	*	1.1

OTHER FACTORS

	1992	1993
Wealth per pupil	\$124,120	\$132,476
Per pupil expenditure	\$4,782	\$4,957
Instructional staff per 1,000 pupils	61.0	61.6
Professional support staff per 1,000 pupils	7.7	8.5
Instructional assistants per 1,000 pupils	7.9	8.0
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	179

	First Graders with Kindergarten Experience			1992	1993	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
	684	82.5	638	82.0		

	NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)			1992	1993
	READING	COMPREHENSION	LANGUAGE TOTAL	1992	1993
	1992	1993	1992	1992	1993
Census-Grades 3, 5 Sample-Grade 8	52.2	57.4	45.8	806	48.9
Grade 3	52.2	804	57.4	806	42.3
Grade 5	44.4	836	47.0	832	45.7
Grade 8	53.5	253	55.6	245	44.8

School Improvement Notes

District goals focus upon efforts to improve student academic performance as assessed by the CTBS/4, the Maryland Functional Tests, and the MSPAP. Principals and supervisors have designed specific strategies and tactics for bringing about increased student mastery, which will translate into significantly improved student performance on all testing programs. In addition, efforts to improve SAT results and to increase student enrollment in post-secondary institutions are also underway.

OTHER FACTORS	1992	1993
Wealth per pupil	\$124,120	\$132,476
Per pupil expenditure	\$4,782	\$4,957
Instructional staff per 1,000 pupils	61.0	61.6
Professional support staff per 1,000 pupils	7.7	8.5
Instructional assistants per 1,000 pupils	7.9	8.0
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	179

34

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

	1991-92	1992-93
ENROLLMENT		
Pre-Kindergarten	714	669
Kindergarten	5,150	5,198
Grades 1 - 6	31,933	32,515
Grades 7 - 12	27,957	28,021
Ungraded Special Education	941	1,024
Total Enrollment	66,695	67,427

STUDENT MOBILITY

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Entrants	6,786 10.3	9,716 14.7
Withdrawals	7,638 11.6	7,004 10.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	348 0.5	291 0.4
Chapter 1	2,659 4.0	2,029 3.0
Free/Reduced Price Meals	7,850 11.8	8,801 13.1
Special Education	8,429 12.6	8,131 12.1
Intensity I	818 9.7	894 11.0
Intensity II	3,691 43.8	3,199 39.3
Intensity III	1,812 21.5	1,898 23.3
Intensity IV	1,561 18.5	1,669 20.5
Intensity V	547 6.5	471 5.8

First Graders with Kindergarten Experience

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
	5,454 98.3	5,362 97.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades	READING COMPREHENSION		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
3, 5, 8						
Grade 3	57.0	312	55.8	52.6	310	54.1
Grade 5	50.8	314	55.7	52.0	313	51.3
Grade 8	60.8	321	55.2	51.0	320	49.1

School Improvement Notes

With excellent and satisfactory ratings in reading, mathematics, writing, and citizenship on the Maryland Functional Tests - Grades 9 and 11, Anne Arundel County has met all nine Assessed Student Knowledge standards related to the secondary school testing program. The student promotion rate continues to meet the excellent standard. Working together with parents, we have maintained the satisfactory standard for attendance and will continue our efforts to bring student attendance to a level of excellence. The dropout rate was reduced from 5.0 to 3.76 percent. Programs aimed at keeping students in school will continue to receive our attention as we strive to meet the standard by 1994.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$218,520	\$229,384
Per pupil expenditure	\$5,837	\$5,713
Instructional staff per 1,000 pupils	59.1	59.3
Professional support staff per 1,000 pupils	9.6	9.7
Instructional assistants per 1,000 pupils	9.1	9.4
Average length of school day for pupils	6.3	6.3
Length of school year for pupils	180	180

At the elementary and middle school levels, this year's report includes, for the first time, scores from the spring 1992 Maryland School Performance Assessment Program (MSPAP). The data are considered to be "baseline" and will be used to design, revise, and adapt instruction and the curriculum to prepare third, fifth, and eighth grade students to meet Maryland's Learning Outcomes established for the start of the next century.

BALTIMORE CITY

PUBLIC SCHOOLS

Baltimore City, with a population of 736,000, ranks thirteenth in population in U.S. cities. The Board of Education is housed on North Avenue. The one hundred seventy-eight public schools include one hundred eighteen elementary, twenty-seven middle, fourteen high, ten special education, six alternative, and three vocational/technical schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS		STANDARD %		1993**		1993**		1993**	
GRADE 9 STATUS		EX		NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT
Reading	97	95	7,350	613	153	91.4	✓		
Mathematics	90	80	7,471	492	153	48.2	✓		
Writing	96	90	6,901	951	153	75.5	✓		
Citizenship	92	85	7,220	742	153	62.3	✓		

MD FUNCTIONAL TESTS		STANDARD %		1991**		1992**		1993**	
GRADE 11 STATUS		EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT
Reading	99	97	97.9	97.2	0	110	99.1	✓	
Mathematics	99	97	86.4	85.8	0	110	85.7	✓	
Writing	99	97	90.2	89.8	0	103	95.0	✓	
Citizenship	99	97	89.6	85.5	0	110	90.1	✓	
Passed All Tests	96	90	78.1	76.1	0	95	79.7	✓	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD %		NUMBER TESTED		NUMBER ABSENT/EXCUSED		NUMBER NOT REPORTED		PERCENT AT		EX SAT		NOT MET	
G	R	A	D	E	S	1	2	3	4	5	6	7	8	9	
G	Reading	25	70	7,397	860	1,188	0.4	11.7	✓						
R	Mathematics	25	70	7,405	856	1,184	0.1	10.4	✓						
A	Social Studies	25	70	7,260	1,001	1,184	0.4	16.2	✓						
D	Science	25	70	7,262	999	1,184	0.3	13.6	✓						
E															
S															
G	Reading	25	70	6,934	572	1,029	0.7	9.5	✓						
R	Mathematics	25	70	6,891	625	1,019	1.2	20.5	✓						
A	Social Studies	25	70	6,789	727	1,019	0.5	10.8	✓						
D	Science	25	70	6,726	790	1,019	0.2	10.4	✓						
E															
S															

* Fewer Than 20 Students

** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

16

40

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)		STANDARD %		1990** Percent		1992 Percent		1993 Percent	
EX SAT		EX SAT		EX SAT		EX SAT		EX SAT	
Grades 1-6	96	94	90.4	91.4	91.9	80.6	80.6	80.6	80.6
Grades 7-12	96	94	79.4						
STUDENTS ABSENT									
Fewer than 5 days									
More than 20 days									

STUDENT ATTAINMENT

DROPOUT RATE (YEARLY)		STANDARD %		1990** Percent		1992 Percent		1993 Percent	
EX SAT		EX SAT		EX SAT		EX SAT		EX SAT	
Grades 9-12	1.25	3.0	18.8						

PROMOTION RATE		STANDARD %		1990** Percent		1992 Percent		1993 Percent	
EX SAT		EX SAT		EX SAT		EX SAT		EX SAT	
Grades 1-6	98	96	91.1						

HIGH SCHOOL PROGRAM COMPLETION		1991 Percent Completed		1992 Percent Completed		1993 Percent Completed	
University of Maryland System Requirements				31.5	29.4	23.8	23.8
Approved Occupational Program Requirements						19.7	19.7
BOTH - University & Occupational Requirements				5.5	1.0	1.0	1.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:		1992**		1993**	
		Percent		Number	
Attend a four year college		35.6	1.034	34.9	
Attend a two year college		15.0	4.72	16.0	
Attend a specialized school or pursue specialized training		4.5	1.37	4.6	
Enter employment (related to high school program)		5.9	20.0	6.8	
Enter employment (unrelated to high school program)		10.1	28.2	9.5	
Enter the military		5.1	135	4.6	
Enter full-time employment and school		3.2	94	3.2	
Enter part-time employment and/or school		15.0	449	15.2	
Other and no response		5.7	156	5.3	

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

41

Baltimore City SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	5,294	4,927
Kindergarten	8,996	9,464
Grades 1 - 6	57,998	57,427
Grades 7 - 12	38,037	38,844
Ungraded Special Education	0	0
Total Enrollment	110,325	110,662

STUDENT MOBILITY	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Entrants	20,041	19.0	14,963	14.1
Withdrawals	23,721	22.5	23,956	22.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Limited English Proficient	298	0.3	462	0.4
Chapter 1	26,608	24.1	23,234	21.0
Free/Reduced Price Meals	73,880	67.0	74,938	67.7
Special Education	16,046	14.5	16,907	15.3
Intensity I	386	2.4	385	2.3
Intensity II	2,850	17.8	2,988	17.7
Intensity III	2,923	18.2	3,088	18.3
Intensity IV	8,130	50.7	8,466	50.1
Intensity V	1,757	10.9	1,980	11.7

First Graders with Kindergarten Experience		1992 NUMBER PERCENT		1993 NUMBER PERCENT	
		8,575	90.7	9,416	88.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)					
Census- Grades 3, 5 Sample- Grade 8	READING		COMPREHENSION		MATHEMATICS TOTAL 1992 Median Percentile
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	
Grade 3	39.4	8,784	36.0	36.5	8,784
Grade 5	27.2	7,904	32.0	39.1	7,904
Grade 8	38.3	249	31.0	38.6	249

School Improvement Notes

The mission of the Baltimore City Public School System is to create a pathway of successful learning for all students. The system has committed itself to a shared decision-making process. Performance on the Maryland Functional Tests has improved in reading and writing for Grade nine and in reading, citizenship, and passed all tests for grade eleven. Performance has also improved in promotion and attendance-grades 1-6. We are concerned about the increase in the dropout rate and are focusing our efforts on improving performance in that area. BCPS has several major school improvement initiatives underway including the Challenge Schools Program, the Tesseract Program, the Alternative Middle School, Early Learning Years Initiative Expansion, Middle School Reform Institute, Enterprise Schools, and Efficacy. Baltimore remains among the poorest subdivisions of the State, but it serves the largest population of students with special needs, incidences of poverty, and mobility. Baltimore has made efforts toward meeting the needs of its children.

OTHER FACTORS	1992	1993
Wealth per pupil	\$121,950	\$123,641
Per pupil expenditure	\$4,947	\$5,182
Instructional staff per 1,000 pupils	57.4	58.6
Professional support staff per 1,000 pupils	7.2	8.3
Instructional assistants per 1,000 pupils	9.2	9.3
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

BALTIMORE COUNTY

MD STATE TESTS

Baltimore County, with a population of 698,000, changes from urban to suburban to rural as it nears the northern border of the State. The Board of Education is housed in Towson, the County seat. The one hundred fifty-four public schools include ninety-five elementary schools, twenty-five middle schools, twenty-four high schools, two alternative high schools, three alternative middle schools, and five special education schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1993*		1993*		NOT MET
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	PERCENT EXEMPT	EX SAT	
Reading	97	95	6,111	186	65	98.2 ✓	✓
Mathematics	90	80	6,129	166	67	83.4 ✓	✓
Writing	96	90	5,882	400	80	95.5 ✓	✓
Citizenship	92	85	6,055	238	69	84.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1992		1993		NOT MET
	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD*		NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT		EX SAT	NOT MET
	EX	SAT				EX	SAT		
G Reading	25	70	6,423	442	382	1.9	30.7	✓	✓
A Mathematics	25	70	6,352	515	380	2.1	35.6	✓	✓
D Social Studies	25	70	6,269	598	380	2.4	38.5	✓	✓
E Science	25	70	6,249	618	380	1.9	36.2	✓	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD*		NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT		EX SAT	NOT MET
	EX	SAT				EX	SAT		
G Reading	25	70	6,232	382	287	2.7	28.0	✓	✓
A Mathematics	25	70	6,207	413	281	5.7	46.5	✓	✓
D Social Studies	25	70	6,137	483	281	3.4	34.6	✓	✓
E Science	25	70	6,079	541	281	2.3	38.4	✓	✓

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	97	95	6,111	186	65	98.2 ✓	✓
Mathematics	90	80	6,129	166	67	83.4 ✓	✓
Writing	96	90	5,882	400	80	95.5 ✓	✓
Citizenship	92	85	6,055	238	69	84.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1990*		1990**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.9	99.8	0	99.8 ✓	✓
Mathematics	99	97	99.6	97.6	0	97.6 ✓	✓
Writing	99	97	99.4	99.0	0	99.4 ✓	✓
Citizenship	99	97	99.7	97.0	0	97.1 ✓	✓
Passed All Tests	96	90	99.0	95.1	0	94.9 ✓	✓

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

44

• Fewer than 20 Students
** Indicates Baseline Year Data
*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

18

45



Baltimore County

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	1,776	2,178
Kindergarten	7,123	7,411
Grades 1 - 6	44,738	46,045
Grades 7 - 12	35,743	37,097
Ungraded Special Education	584	539
Total Enrollment	89,964	93,270

STUDENT MOBILITY	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Entrants	8,931 10.3	9,036 10.0
Withdrawals	8,715 10.0	8,776 9.7

STUDENTS RECEIVING SPECIAL SERVICES	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	967 1.1	1,310 1.4
Chapter 1	8,017 8.9	7,935 8.5
Free/Reduced Price Meals	13,232 14.7	17,666 18.9
Special Education	10,597 11.8	10,902 11.7
Intensity I	527 5.0	587 5.4
Intensity II	3,958 37.4	4,009 36.8
Intensity III	1,429 13.5	1,581 14.5
Intensity IV	2,997 28.3	2,914 26.7
Intensity V	1,686 15.9	1,811 16.6

OTHER FACTORS	1992	1993
Wealth per pupil	\$260,563	\$266,424
Per pupil expenditure	\$6,220	\$6,200
Instructional staff per 1,000 pupils	64.5	61.1
Professional support staff per 1,000 pupils	10.7	10.4
Instructional assistants per 1,000 pupils	5.0	4.9
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	182	178

First Graders with Kindergarten Experience	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
	7,264 89.8	7,667 94.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)			
Census - Grade 3 Sample - Grades 5, 8	READING COMPREHENSION		LANGUAGE TOTAL
	1992 Median Percentile	1993 Median Percentile	
Grade 3	58.7	6,893 59.0	61.1
Grade 5	54.0	245 62.0	59.6
Grade 8	59.8	231 66.0	54.1

1992	1993
Number Taking	1992 Median Percentile
Number Taking	1993 Median Percentile
Number Taking	1992 Median Percentile
Number Taking	1993 Median Percentile

School Improvement Notes

The Baltimore County Public School System is pleased with the efforts of our teachers and administrators, aimed at producing students who can draw inferences from the facts they have acquired and apply the knowledge they have learned. This year, five alternative schools were established at the middle and high school levels to help reduce the dropout rate. Other new programs, implemented to ensure success for all students, include all day kindergarten, expanded pre-kindergarten, magnet schools, and site-based management. These new initiatives invigorated the Baltimore County School System in 1992-1993.

We are strongly committed to improving scores on all levels of the Maryland Functional Tests and on the Maryland School Performance Assessment Program (MSPAP) as we adapt to a student population that continues to grow both in numbers and in cultural diversity. We are excited about the new direction of the Baltimore County Public School System, and look to the challenges of the twenty-first century with renewed confidence.

CALVERT

COUNTY PUBLIC SCHOOLS

Calvert County, with a population of 52,000, is bounded by the Chesapeake Bay on the east and the Patuxent River on the west. The Board of Education is housed in Prince Frederick, the County seat. The seventeen public schools include nine elementary schools, four middle schools, one special education center, one vocational/technical center, and two high schools.

STUDENT PERFORMANCE

School Year 1992-1993



ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1993**		1992**		1991**		1990**		1989**	
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING	EX	SAT	NUMBER EXEMPT	NUMBER REFUSED	PERCENT PASSING	EX	SAT
Reading	97	95	853	·	0	99.9	✓	0	0	94.9	✓	✓
Mathematics	90	80	849	·	0	94.9	✓	0	0	99.1	✓	✓
Writing	96	90	845	0	·	93.6	✓	0	0	93.6	✓	✓
Citizenship	92	85	855	0	·	93.6	✓	0	0	93.6	✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1993**		1992**		1991**		1990**		1989**	
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING	EX	SAT	NUMBER EXEMPT	NUMBER REFUSED	PERCENT PASSING	EX	SAT
Reading	99	97	100.0	100.0	0	0	0	0	0	99.8	✓	✓
Mathematics	99	97	98.1	97.5	0	0	0	0	0	99.4	✓	✓
Writing	99	97	99.1	98.3	0	0	0	0	0	99.5	✓	✓
Citizenship	99	97	97.5	96.6	0	0	0	0	0	98.5	✓	✓
Passed All Tests	96	90	96.7	93.8	0	0	0	0	0	98.1	✓	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	STANDARD		1993**		1992**		1991**		1990**		1989**	
	EX	SAT	NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	789	67	·	3.2	27.5	✓	2.1	33.4	✓	✓
A Mathematics	25	70	798	58	·	6.2	48.2	✓	0.9	28.9	✓	✓
D Social Studies	25	70	775	81	·	5.1	38.7	✓	1.2	40.2	✓	✓
E Science	25	70	782	66	·	1.9	39.0	✓	1.4	41.9	✓	✓
G Reading	25	70	790	57	·	2.1	33.4	✓	1.4	33.4	✓	✓
A Mathematics	25	70	798	58	·	6.2	48.2	✓	0.9	28.9	✓	✓
D Social Studies	25	70	775	81	·	5.1	38.7	✓	1.2	40.2	✓	✓
E Science	25	70	786	70	·	1.4	39.0	✓	1.4	41.9	✓	✓
G Reading	25	70	694	95	·	3.4	28.4	✓	0.6	40.1	✓	✓
A Mathematics	25	70	715	74	·	4.6	40.1	✓	0.6	41.2	✓	✓
D Social Studies	25	70	697	92	·	6.3	41.2	✓	0.6	35.0	✓	✓
E Science	25	70	681	108	·	4.6	35.0	✓	0.7	40.1	✓	✓

** Indicates Baseline Year Data

* Fewer Than 20 Students
** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.7	95.1	95.0	95.0	95.0	✓
Grades 7-12	96	94	92.8	93.3	93.6	93.6	93.6	✓

STUDENTS ABSENT	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Fewer than 5 days	29.2	29.2	29.2	29.2	29.2	29.2	29.2	27.8
More than 20 days	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.3

STUDENT ATTAINMENT

DROPOUT RATE (YEARLY)	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	3.5	2.8	3.0	3.0	3.0	✓

PROMOTION RATE	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Grades 1-6	98	96	97.4	97.7	97.7	98.2	98.2	✓

HIGH SCHOOL PROGRAM COMPLETION	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
University of Maryland System Requirements	47.2	49.3	47.2	49.3	47.2	49.3	49.3	46.1

GRADE 12 DOCUMENTED DECISIONS TO:	1992**		1993	
	Percent	Number	Percent	Number
Attend a four year college	17.7	33.2	17.7	15.9
Attend a two year college	24	15.0	19.5	11.8
Attend a specialized school or pursue specialized training	4.7	4.7	4.0	5.2
Enter employment (related to high school program)	9.9	9.9	8.6	5.2
Enter employment (unrelated to high school program)	11.5	11.5	12.6	7.6
Enter the military	2.1	2.1	3.5	5.8
Enter full-time employment and school	2.6	2.6	2.3	1.4
Enter part-time employment and/or school	16.3	16.3	17.2	10.4
Other and no response	4.7	4.7	3.6	2.2

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Calvert

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	176	181
Kindergarten	849	983
Grades 1 - 6	5,164	5,369
Grades 7 - 12	4,279	4,557
Ungraded Special Education	531	525
Total Enrollment	10,999	11,615

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Entrants	887	8.2	1,002	8.7
Withdrawals	874	8.1	917	8.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Limited English Proficient	10	0.1	6	0.1
Chapter 1	842	7.7	526	4.5
Free/Reduced Price Meals	1,419	12.9	1,650	14.2
Special Education	1,351	12.3	1,487	12.8
Intensity I	128	9.5	181	12.2
Intensity II	563	41.7	592	39.8
Intensity III	199	14.7	246	16.5
Intensity IV	396	29.3	398	26.8
Intensity V	65	4.8	70	4.7

First Graders with Kindergarten Experience

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
	986	98.4	965	99.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

CENSUS - GRADES 3, 5, 8	READING			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	COMPREHENSION		1993 Median Percentile	1993 Median Percentile		1993 Median Percentile	1993 Median Percentile		1993 Median Percentile
	1992 Median Percentile	1992 Number Taking		1992 Median Percentile	1992 Number Taking		1992 Median Percentile	1992 Number Taking	
Grade 3	65.3	882	63.7	59.9	882	60.1	68.8	882	66.0
Grade 5	68.2	860	65.6	67.9	859	63.0	69.9	859	70.0
Grade 8	65.3	804	68.0	58.6	801	63.4	55.6	802	63.0

School Improvement Notes

We are pleased that Calvert County's ninth grade students have met the excellent standard on four Maryland Functional Tests and that our eleventh graders have met the excellent standard on four and the satisfactory standard on the fifth.

While our secondary schools have not yet met the satisfactory level of attendance, progress has been made. In addition, we have implemented a new attendance policy which should help our students meet this goal in 1993-94.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$191,498	\$213,710
Per pupil expenditure	\$5,165	\$5,423
Instructional staff per 1,000 pupils	52.8	53.8
Professional support staff per 1,000 pupils	8.6	8.7
Instructional assistants per 1,000 pupils	11.7	11.6
Average length of school day for pupils	6.0	6.0
Length of school year for pupils	180	180

The 1992 MSPAP results indicate that we have much work to do with our students to meet the demands of this new assessment program. As a part of its School Improvement Plan, each of our elementary and middle schools has a major goal of preparing its students to reach at least the satisfactory level on each of these assessments by Spring 1996. We are directing a considerable amount of staff development time toward reaching this goal.

CAROLINE

COUNTY PUBLIC SCHOOLS

Caroline County, with a population of 27,000, is located on the Eastern Shore, midway between Maryland's northern and southern borders. Delaware forms its eastern border. The Board of Education is housed in Denton, the County seat. The ten public schools include five elementary schools, two middle schools, two high schools, and one career and technology center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1991**		1992		1993**	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	97	95	383	•	•	97.9	✓	✓
Mathematics	90	80	383	•	•	83.8	✓	✓
Writing	96	90	377	•	•	83.6	✓	✓
Citizenship	92	85	381	•	•	87.7	✓	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1991**		1992		1993	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	99	97	99.7	99.3	0	•	98.9	✓
Mathematics	99	97	98.6	97.8	0	•	97.5	✓
Writing	99	97	96.9	97.4	0	•	96.8	✓
Citizenship	99	97	97.3	96.6	0	•	96.5	✓
Passed All Tests	96	90	93.5	94.4	0	•	94.7	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD		NUMBER TESTED		NUMBER ABSENT/EXCUSED		PERCENT AT	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	344	24	27	1.1	18.8	✓
A Mathematics	25	70	327	•	26	2.3	29.2	✓
D Social Studies	25	70	326	20	26	1.7	28.6	✓
E Science	25	70	321	25	26	4.6	33.5	✓

G R A D E	PROPOSED STANDARD		NUMBER TESTED		NUMBER NOT REPORTED**		PERCENT AT	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT
3 Reading	25	70	344	24	27	1.1	18.8	✓
Mathematics	25	70	347	21	27	4.6	32.9	✓
Social Studies	25	70	335	33	27	1.9	23.6	✓
Science	25	70	335	33	27	1.1	24.2	✓

G R A D E	PROPOSED STANDARD		NUMBER TESTED		NUMBER NOT REPORTED**		PERCENT AT	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT
4 Reading	25	70	294	35	25	0.6	15.5	✓
Mathematics	25	70	306	23	25	2.7	25.5	✓
Social Studies	25	70	301	28	25	3.6	22.2	✓
Science	25	70	292	37	•	0.6	17.9	✓

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	Percent
Grades 1-6	96	94	95.5	95.5	95.6	95.6	95.6	95.6
Grades 7-12	96	94	91.8	93.0	92.5	92.5	92.5	92.5

STUDENT PARTICIPATION	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	Percent
Students Absent	1992 PERCENT	1992 PERCENT	1992 PERCENT	1992 PERCENT	33.7	33.7	33.7	33.7
Fewer than 5 days	1992 PERCENT	1992 PERCENT	1992 PERCENT	1992 PERCENT	10.4	10.4	10.4	10.4
More than 20 days	1992 PERCENT	1992 PERCENT	1992 PERCENT	1992 PERCENT	31.5	31.5	31.5	31.5

DROPOUT RATE (YEARLY)	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	Percent
Grades 9-12	1.25	3.0	6.4	4.1	4.1	4.1	4.1	4.1

STUDENT ATTAINMENT	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	Percent
Promotion Rate	1992 PERCENT	1992 PERCENT	1992 PERCENT	1992 PERCENT	99.4	99.4	99.4	99.4

HIGH SCHOOL PROGRAM COMPLETION	STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	Percent
University of Maryland System Requirements	26.3	38.6	38.6	38.6	85	85	85	85
Approved Occupational Program Requirements	30.2	26.2	26.2	26.2	77	77	77	77
BOTH - University & Occupational Requirements	0.8	0.7	0.7	0.7	6	6	6	6

GRADE 12 DOCUMENTED DECISIONS TO:	1992**		1993	
	Percent	Number	Percent	Number
Attend a four year college	31.5	59	24.0	39
Attend a two year college	11.3	20	15.9	33
Attend a specialized school or pursue specialized training	5.8	8	3.3	3.3
Enter employment (related to high school program)	8.2	15.5	15.5	15.5
Enter employment (unrelated to high school program)	13.6	30	12.2	30
Enter the military	10.5	26	10.6	26
Enter full-time employment and/or school	2.3	9	3.7	9
Enter part-time employment and/or school	10.5	28	11.4	28
Other and no response	6.2	8	3.3	3.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

52

53

• Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

Caroline

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	46	58
Kindergarten	381	385
Grades 1 - 6	2,355	2,400
Grades 7 - 12	2,033	2,108
Ungraded Special Education	78	52
Total Enrollment	4,893	5,003

First Graders with Kindergarten Experience

1993
NUMBER | PERCENT

446 99.8

414 99.8

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	54.0	416	57.0	48.0	416	52.0	51.0	412	56.0
Grade 5	44.0	393	43.0	48.0	380	56.0	48.0	392	49.0
Grade 8	50.0	369	45.0	36.0	368	41.0	45.0	368	42.0

STUDENT MOBILITY

1993
NUMBER | PERCENT

426 8.4

430 8.8

461 9.6

430 8.8

426 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

430 8.8

STUDENTS RECEIVING SPECIAL SERVICES

1993
NUMBER | PERCENT

26 0.5

39 0.8

556 13.1

1,635 33.4

1,817 36.3

584 11.9

652 13.0

98 16.8

98 15.0

257 44.0

245 37.6

136 23.3

187 28.7

80 13.7

106 16.3

• 2.2

• 2.5

OTHER FACTORS

1992
1993

\$108,270

\$113,719

\$4,558

\$4,706

58.7

57.0

9.3

9.9

11.7

11.7

6.5

6.5

180

180

School Improvement Notes

1993
NUMBER | PERCENT

446 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

414 99.8

Mission: In partnership with family and community, the Caroline County Public Schools will motivate and challenge students to attain educational excellence.

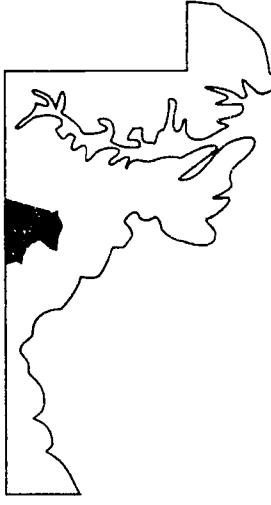
The Caroline County Public School System is restructuring its educational program to assure that all students attain educational excellence. This program, "Design for Success," is based on the above mission statement and on a set of beliefs that were developed by a broad-based group of parents, community members, and educators.

Currently, measurable outcomes for all students in all content areas are being developed. By aligning our curriculum, teaching methodologies, and methods of assessment, student performance, as measured by Maryland School Performance indicators, will be improved.

CARROLL

(C) 1991, PUBLIC SCHOOLS

Carroll County, with a population of 129,274, is a jurisdiction of the Baltimore metropolitan area. The Board of Education is housed in Westminster, the County seat. The thirty-three public schools include nineteen elementary schools, eight middle/combined schools, five high schools, and a career and technology center.



STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

				1993**							
				NUMBER TAKING		NUMBER ABSENT		PERCENT EXEMPT		EX SAT	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	97	95	1,594	•	•	99.1	✓				
Mathematics	90	80	1,592	•	•	92.0	✓				
Writing	96	90	1,576	26	•	98.4	✓				
Citizenship	92	85	1,591	•	•	92.1	✓				

				1993							
				NUMBER REFUSED		NUMBER EXEMPT		PERCENT PASSING		EX SAT	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	99	97	99.7	99.8	0	•	99.8	✓			
Mathematics	99	97	98.5	98.6	0	•	98.5	✓			
Writing	99	97	99.4	99.3	0	•	99.7	✓			
Citizenship	99	97	98.7	98.2	0	•	99.3	✓			
Passed All Tests	96	90	97.8	96.8	0	•	97.7	✓			

				1993							
				NUMBER NOT EXCUSED		NUMBER EXCUSED		PERCENT AT		EX SAT	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	25	70	1,550	104	113	2.4	32.0	✓			
Mathematics	25	70	1,607	116	44	1.5	31.5	✓			
Social Studies	25	70	1,582	141	44	2.1	37.6	✓			
Science	25	70	1,582	141	44	1.3	38.4	✓			
Reading	25	70	.577	104	70	4.0	31.1	✓			
Mathematics	25	70	1,625	107	•	5.9	51.3	✓			
Social Studies	25	70	1,600	132	•	3.0	37.4	✓			
Science	25	70	1,611	121	•	2.0	44.1	✓			
Reading	25	70	1,347	108	69	2.9	34.0	✓			
Mathematics	25	70	1,406	77	41	4.8	48.9	✓			
Social Studies	25	70	1,383	100	41	3.3	41.3	✓			
Science	25	70	1,352	131	41	4.2	40.9	✓			

* Fewer Than 20 Students

** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

*** Indicates Baseline Year Data

24

56

STUDENT PARTICIPATION

				STANDARD		1990**		1992		1993	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grades 1-6	96	94	95.1	95.6	95.4	94.1	93.7	✓			
Grades 7-12	96	94	92.9	94.1	93.7	93.1	92.7	✓			

				STANDARD		1990**		1992		1993	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
STUDENTS ABSENT	96	94	92.9	94.1	93.7	93.1	92.7	✓			
Fewer than 5 days											
More than 20 days											

				STANDARD		1990**		1992		1993	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
GRADES 9-12	125	30	3.1	2.6	2.85	✓					

STUDENT ATTAINMENT

				STANDARD		1990**		1992		1993	
				EX	SAT	EX	SAT	EX	SAT	EX	SAT
GRADES 9-12	98	96	99.4	99.8	99.7	99.7	99.7	✓			

University of Maryland System Requirements	28.6	39.2	65.7	45.2
Approved Occupational Program Requirements	15.6	15.8	242	16.6
BOTH - University & Occupational Requirements	0.1	0.7	16	1.1
POST-SECONDARY DECISIONS				
GRADE 12 DOCUMENTED DECISIONS TO:				

GRADE 12 DOCUMENTED DECISIONS TO:

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

57

Carroll SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	166	177
Kindergarten	1,812	1,910
Grades 1 - 6	10,901	11,148
Grades 7 - 12	9,331	9,663
Ungraded Special Education	254	267
Total Enrollment	22,464	23,165

STUDENT MOBILITY	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Entrants	1,671	7.5	1,791	7.8
Withdrawals	1,615	7.3	1,775	7.7

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Limited English Proficient	44	0.2	34	0.2
Chapter 1	517	2.3	819	3.5
Free/Reduced Price Meals	1,889	8.4	2,074	9.0
Special Education	2,618	11.7	2,659	11.5
Intensity I	486	18.6	450	16.9
Intensity II	1,284	49.0	1,282	48.2
Intensity III	451	17.2	475	17.9
Intensity IV	323	12.3	370	13.9
Intensity V	74	2.8	82	3.1

First Graders with Kindergarten Experience

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
	1,871	98.8	1,857	98.7

Norm-Referenced Assessment - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	56.3	1,831	58.2	54.0	1,803	51.8
Grade 5	57.7	1,858	56.2	61.4	1,845	60.6
Grade 8	62.9	1,636	62.5	58.3	1,603	60.6

School Improvement Notes

The significant increase in the number of excellent standards being achieved on the Maryland Functional Tests is noteworthy. The continued implementation of State Learner Outcomes, System Exit Outcomes, and the validation of our Essential Curriculum should have a significant impact on the achievement of the MSPAP proposed standards by 1996. Our schools and our community are to be congratulated on the accomplishment of outcomes identified in the Carroll County School Improvement Plan and of standards in the Maryland School Performance Program.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$161,372	\$171,057
Per pupil expenditure	\$5,076	\$5,089
Instructional staff per 1,000 pupils	57.9	57.6
Professional support staff per 1,000 pupils	9.0	9.1
Instructional assistants per 1,000 pupils	7.2	7.7
Average length of school day for pupils	6.2	6.4
Length of school year for pupils	180	180

CECIL

COUNTY PUBLIC SCHOOLS

Cecil County, with a population of 73,500, is located in the northeastern corner of Maryland. The Board of Education is housed in Elkton, the County seat. The twenty-eight public schools include seventeen elementary schools, five middle schools, one combined middle/high school, four high schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 9 STATUS			EX	SAT	EX	NUMBER TAKING	NUMBER ABSENT	PERCENT EXEMPT
Reading	97	95	946	•	•	30	99.8	✓
Mathematics	90	80	947	•	•	31	91.8	✓
Writing	96	90	939	•	•	33	98.7	✓
Citizenship	92	85	936	•	•	33	87.9	✓

MD FUNCTIONAL TESTS

GRADE 11 STATUS

STANDARD

1991**

1992

1993**

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

STUDENT PERFORMANCE

School Year 1992-1993

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 1-6	96	94	94.8	95.0	90.8	95.2	✓	✓	✓	
Grades 7-12	96	94	91.2	91.1						

STUDENT PARTICIPATION			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	NOT MET	
STUDENTS ABSENT							1992 PERCENT		1993 PERCENT	
Fewer than 5 days							28.1		29.5	
More than 20 days							16.9		15.9	

DROPOUT RATE (YEARLY)			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 9-12	1.25	3.0	5.8	4.8	4.79	✓				

STUDENT ATTAINMENT

PROMOTION RATE			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 1-6	98	96	98.5	99.3	99.0	99.3	100	✓		

HIGH SCHOOL PROGRAM COMPLETION			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	NOT MET	
University of Maryland System Requirements					33.0	39.0	264	351		
Approved Occupational Program Requirements					24.5	21.8	131	174		
BOTH - University & Occupational Requirements					3.3	4.7	9	12		

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:			STANDARD		1990**		1992		1993	
			EX	SAT	Percent	Percent	EX	SAT	Percent	
Attend a four year college					25.2	155				
Attend a two year college					19.2	160				
Attend a specialized school or pursue specialized training					3.2	34				
Enter employment (related to high school program)					8.9	60				
Enter the military					14.5	84				
Enter full-time employment and school					47	32				
Enter part-time employment and/or school					1.9	16				
Other and no response					17.0	126				
					5.4	52				

* Fewer Than 20 Students ** Indicates Baseline Year Data *** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	248	260
Kindergarten	1,009	1,125
Grades 1 - 6	6,448	6,452
Grades 7 - 12	5,432	5,599
Ungraded Special Education	118	129
Total Enrollment	13,255	13,565

STUDENT MOBILITY	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Entrants	2,306	17.9
Withdrawals	1,350	10.5

STUDENTS RECEIVING SPECIAL SERVICES	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	36	0.3
Chapter 1	636	4.8
Free/Reduced Price Meals	2,345	17.7
Special Education	1,709	12.9
Intensity I	218	12.8
Intensity II	474	27.7
Intensity III	441	25.8
Intensity IV	421	24.6
Intensity V	155	9.1

First Graders with Kindergarten Experience	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
	1,092	98.0
		1,138
		100

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)			
Census - Grades 3, 5, 8	READING COMPREHENSION		MATHEMATICS TOTAL
	1992 Median Percentile	1993 Median Percentile	
Grade 3	62.7	1,037	61.0
Grade 5	55.6	1,006	55.0
Grade 8	60.6	930	64.0

OTHER FACTORS	1992	1993
Wealth per pupil	\$137,415	\$146,941
Per pupil expenditure	\$4,913	\$5,075
Instructional staff per 1,000 pupils	64.8	62.9
Professional support staff per 1,000 pupils	9.9	9.8
Instructional assistants per 1,000 pupils	8.3	8.0
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	180

School Improvement Notes
<p>The Cecil County Public School System is proud of our students' achievement on the Maryland Functional Tests. We met the excellent standard in eight areas and the satisfactory standard in the ninth area. It is clear that our students have mastered the basic skills during their years in our schools. At the elementary level, we have again met the excellent standard in the promotion rate and the satisfactory standard in attendance. At the secondary level, the attendance rate improved over the previous year, and a revised attendance policy should help to bring about additional growth this year. With a new evening high school program, we are anticipating improvement in the dropout standard.</p>

A new element in this report is the Maryland School Performance Assessment Program. Our initial results from the Spring of 1992, while consistent with results throughout Maryland, provide an instructional challenge calling for new strategies stressing higher order thinking skills and complex problem solving by our students. We are presently implementing modes of instruction that will help our students to surpass the standard set by the State.

Cecil County residents have long been proud of the excellent return on the dollars they spend on education. Higher expectations for students and staff now strain our limited resources. Equitable funding of our schools is imperative now more than ever.

The Board of Education of Cecil County gratefully acknowledges the special efforts of teachers, administrators, and support staff in our schools. The support of parents, businesses, and civic organizations also helps us to make a difference for our children.

Charles County, with a population of 109,300 in southern Maryland, is one of five Maryland counties that make up the Washington, DC-Maryland-Virginia metropolitan area. The Board of Education is housed in La Plata, the County seat. The thirty-seven schools and centers include: eighteen elementary, six middle, five high, one career and technology, one evening high, one alternative, two adult services, one special education, one learning evaluation and one environmental education.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 9 STATUS			EX	SAT		NUMBER TAKING	NUMBER ABSENT	PERCENT EXEMPT
Reading	97	95	1,482	•		59	98.0	✓
Mathematics	90	80	1,487	•		34	88.2	✓
Writing	96	90	1,491	•		•	96.4	✓
Citizenship	92	85	1,505	•		32	93.5	✓

MD FUNCTIONAL TESTS			STANDARD			1992**		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
Reading	99	97	96.7	99.5	0	44	99.1	✓
Mathematics	99	97	87.8	98.0	0	43	77.5	✓
Writing	99	97	98.4	98.7	0	•	98.9	✓
Citizenship	99	97	89.5	98.7	0	•	97.9	✓
Passed All Tests	96	90	79.1	96.6	0	•	96.5	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (NSPAP) 1992 RESULTS			STANDARD			1993**		
			EX	SAT		NUMBER TESTED	NUMBER ABSENT/EXCUSED	PERCENT AT TESTED
G Reading	25	70	1,415	103	54	0.9	26.0	✓
R Mathematics	25	70	1,410	117	45	0.5	17.2	✓
A Social Studies	25	70	1,383	144	45	1.4	28.4	✓
D Science	25	70	1,386	141	45	0.8	24.1	✓
G Reading	25	70	1,396	77	46	1.9	21.7	✓
R Mathematics	25	70	1,401	83	35	1.8	35.6	✓
A Social Studies	25	70	1,384	100	35	1.2	25.8	✓
D Science	25	70	1,380	104	35	0.9	28.8	✓

GRADE 12 DOCUMENTED DECISIONS TO:			1992**			1993		
			Percent	Number	Percent	Percent	Number	Percent Completed
G Reading	25	70	1,205	133	23	1.3	22.7	✓
R Mathematics	25	70	1,198	150	•	1.6	31.3	✓
A Social Studies	25	70	1,184	164	•	1.1	26.0	✓
D Science	25	70	1,154	194	•	0.8	23.8	✓

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

28

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD			1990**		
			EX	SAT		Percent	1992	Percent
Grades 1-6	96	94	96	94	95.4	95.3	95.3	91.7
Grades 7-12	96	94	92.0	92.0				

STUDENTS ABSENT			1992 PERCENT			1993 PERCENT		
			EX	SAT		Percent	1992	Percent
Fewer than 5 days							29.9	29.4
More than 20 days							12.9	13.6

DROPOUT RATE (YEARLY)			STANDARD			1990**		
			EX	SAT		Percent	1992	Percent
Grades 9-12	1.25	3.0	4.6			3.5	3.17	✓

STUDENT ATTAINMENT

PROMOTION RATE			STANDARD			1990**		
			EX	SAT		Percent	1992	Percent
Grades 1-6	98	96	98.8			98.5	99.3	✓
HIGH SCHOOL PROGRAM COMPLETION								

University of Maryland System Requirements	37.2	30.6	415	35.4
Approved Occupational Program Requirements	23.0	51.7	132	11.3
BOTH - University & Occupational Requirements	12.7	10.0	23	20

POST-SECONDARY DECISIONS

Attend a four year college	27.1	30.1	28.0
Attend a two year college	23.1	24.1	22.4
Attend a specialized school or pursue specialized training	3.5	3.8	3.5
Enter employment (related to high school program)	8.7	5.8	5.4
Enter employment (unrelated to high school program)	10.5	11.1	10.3
Enter the military	4.7	5.9	5.5
Enter full-time employment and school	3.2	2.6	2.4
Enter part-time employment and/or school	14.2	15.2	14.1
Other and no response	4.9	8.9	8.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

64

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	267	255
Kindergarten	1,397	1,290
Grades 1 - 6	9,029	9,154
Grades 7 - 12	7,608	7,906
Ungraded Special Education	902	942
Total Enrollment	19,203	19,547

STUDENT MOBILITY

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	1,831 9.7	1,926 10.0
Withdrawals	1,884 9.9	1,947 10.1

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	114 0.6	165 0.8
Chapter 1	1,546 8.1	1,660 8.5
Free/Reduced Price Meals	3,290 17.1	3,723 19.0
Special Education	2,329 12.1	2,337 12.0
Intensity I	280 12.0	291 12.5
Intensity II	579 24.9	613 26.2
Intensity III	521 22.4	440 18.8
Intensity IV	779 33.4	802 34.3
Intensity V	170 7.3	191 8.2

OTHER FACTORS

	1992	1993
Wealth per pupil	\$157,618	\$164,114
Per pupil expenditure	\$5,227	\$5,448
Instructional staff per 1,000 pupils	613	57.9
Professional support staff per 1,000 pupils	9.2	8.6
Instructional assistants per 1,000 pupils	9.1	5.6
Average length of school day for pupils	6.5	6.6
Length of school year for pupils	180	180

First Graders with Kindergarten Experience		1992 NUMBER PERCENT		1993 NUMBER PERCENT	
1,580	99.4	1,582	99.2		

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)					
Census - Grades 3, 5, 8	READING		LANGUAGE TOTAL		MATHEMATICS TOTAL
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile
Grade 3	55.8	1,451	56.5	51.1	1,449
Grade 5	47.8	1,523	49.9	55.6	1,515
Grade 8	53.5	1,308	61.6	50.1	1,299

School Improvement Notes

Charles County has met or exceeded satisfactory on eleven of the State standards. We are most pleased that ninth grade students met the excellent standard on three of the Maryland Functional Tests. We now are working on meeting the excellent standard on the Functional Mathematics Test. Our eleventh graders met the excellent standard on reading and on passed all tests. Student promotion continue to be ranked excellent. Our dropout rate improved during the past year, and we expect to meet the State standard soon. We will continue to work with our business and community leaders to improve student attendance. Charles County is working together with parents, students, and the community to improve student performance on the MSPAP. It is our intent to target student performance in mathematics and science. We are making a special effort to improve the achievement of our African American students. We are undertaking these efforts in collaboration with all of the stakeholders of the Charles County public school system - parents, students, business leaders, senior citizens, public officials, community leaders, service organizations, and more.

DORCHESTER

COUNTY PUBLIC SCHOOLS

Dorchester County, with a population of 30,250, is the largest County on the Eastern Shore. Its borders are formed by the Chesapeake Bay on the west and Delaware on the east. The Board of Education is located in Cambridge, the County seat. The twelve public schools include six elementary schools, three middle/combined schools, two secondary schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			GRADE 9 STATUS			1991**			1992			1993**			
STANDARD	EX	SAT	STANDARD	EX	SAT	NUMBER ABSENT	NUMBER TAKING	PERCENT EXEMPT	NUMBER PASSING	EX	SAT	PERCENT PASSING	EX	SAT	NOT NET
Reading	97	95	379	•	•	98.7	97	98.7	92.8	92.8	92.8	92.8	92.8	92.8	✓
Mathematics	90	80	377	•	•	96.1	96.1	96.1	91.9	91.9	91.9	91.9	91.9	91.9	✓
Writing	96	90	369	•	•	98.1	98.1	98.1	91.3	91.3	91.3	91.3	91.3	91.3	✓
Citizenship	92	85	370	•	•	84.9	84.9	84.9	84.9	84.9	84.9	84.9	84.9	84.9	✓

MD FUNCTIONAL TESTS			GRADE 11 STATUS			1991**			1992			1993**			
STANDARD	EX	SAT	STANDARD	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	PERCENT EXEMPT	NUMBER PASSING	EX	SAT	PERCENT PASSING	EX	SAT	NOT NET
Reading	99	97	100.0	100.0	0	0	•	98.5	99.6	98.5	98.5	98.5	98.5	98.5	✓
Mathematics	99	97	99.2	100.0	0	0	•	98.5	99.6	98.5	98.5	98.5	98.5	98.5	✓
Writing	99	97	99.2	100.0	0	0	•	98.5	97.8	99.6	99.6	99.6	99.6	99.6	✓
Citizenship	99	97	100.0	100.0	0	0	•	98.5	97.8	99.6	99.6	99.6	99.6	99.6	✓
Passed All Tests	96	90	98.8	100.0	0	0	•	97.8	97.8	99.6	99.6	99.6	99.6	99.6	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (NSPAP) 1992 RESULTS			PROPOSED STANDARD*			NUMBER ABSENT EXCUSED			NUMBER NOT REPORTED			PERCENT AT EX SAT			EX SAT NOT NET		
G	R	A	D	A	D	E	D	E	E	D	E	E	D	E	E		
G	Reading	25	70	318	43	28	0	3	15.2	24	22.8	24	22.8	24	22.8	✓	
R	Mathematics	25	70	341	40	•	0	0	7.9	0	0	0	0	0	0	✓	
A	Social Studies	25	70	332	49	•	0	0	13.6	0	0	0	0	0	0	✓	
D	Social Studies	25	70	332	49	•	0	3	13.4	0	0	0	0	0	0	✓	
E	Science	25	70	327	25	34	1	4	15.6	0	0	0	0	0	0	✓	
G	Reading	25	70	320	33	23	0	8	20.7	0	0	0	0	0	0	✓	
R	Mathematics	25	70	358	23	•	2	4	22.8	0	0	0	0	0	0	✓	
A	Social Studies	25	70	352	29	•	1	8	18.1	0	0	0	0	0	0	✓	
D	Social Studies	25	70	352	29	•	0	0	19.2	0	0	0	0	0	0	✓	
E	Science	25	70	334	35	•	0	5	20.6	0	0	0	0	0	0	✓	

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD		1990**		1990**		1992		1993				
STUDENT	EX	SAT	STANDARD	EX	SAT	STANDARD	EX	SAT	Percent	EX	SAT	Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.0	95.2	95.4	93.4	93.4	93.4	95.4	95.4	95.4	95.4	95.4	95.4	95.4
Grades 7-12	96	94	91.9	93.4	93.4	93.4	93.4	93.4	93.4	93.4	93.4	93.4	93.4	93.4	93.4

STUDENT ATTAINMENT

DROPOUT RATE (YEARLY)			STANDARD		1990**		1990**		1992		1993				
STUDENT	EX	SAT	STANDARD	EX	SAT	STANDARD	EX	SAT	Percent	EX	SAT	Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	5.6	4.4	4.12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

PROMOTION RATE			STANDARD		1990**		1990**		1992		1993				
STUDENT	EX	SAT	STANDARD	EX	SAT	STANDARD	EX	SAT	Percent	EX	SAT	Percent	EX	SAT	NOT MET
Grades 1-6	98	96	98.9	98.9	98.9	98.9	98.9	98.9	98.8	98.8	98.8	98.8	98.8	98.8	98.8

HIGH SCHOOL PROGRAM COMPLETION

University of Maryland System Requirements			Approved Occupational Program Requirements			BOTH - University & Occupational Requirements			1992**			1993			
STUDENT	EX	SAT	STANDARD	EX	SAT	STANDARD	EX	SAT	Percent	EX	SAT	Percent	EX	SAT	Percent
G	28.2	27.1	27.1	27.4	27.4	27.4	27.4	27.4	41.7	110	110	41.7	88	88	34.5

GRADE 12 DOCUMENTED DECISIONS TO:			1992**			1993					
STUDENT	EX	SAT	STUDENT	EX	SAT	STUDENT	EX	SAT	Percent	Number	Percent Completed
G	Attend a four year college	27.5	Attend a two year college	22.1	47	Attend a specialized school or pursue specialized training	4.7	14	18.1	18.1	18.1
R	Enter employment (related to high school program)	6.2	Enter employment (unrelated to high school program)	13.6	27	Enter the military	4.7	14	5.4	5.4	5.4
A	Enter full-time employment and school	8.5	Enter part-time employment and/or school	11.6	36	Other and no response	4.3	7	2.7	2.7	2.7
D	11.6	21	11.6	21	8.1	11.6	21	8.1	8.1	8.1	8.1
E	11.6	21	11.6	21	8.1	11.6	21	8.1	8.1	8.1	8.1

* Fewer Than 20 Students ** Indicates Baseline Year Data *** Includes Exemptions for Special Education, ESOI, and Second Semester Transfers

68

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

69

Dorchester SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	233	213
Kindergarten	377	375
Grades 1-6	2,373	2,352
Grades 7-12	1,985	2,094
Ungraded Special Education	0	0
Total Enrollment	4,968	5,034

STUDENT MOBILITY	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	307 6.5	339 7.1
Withdrawals	326 6.9	364 7.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	1 0.9	46 0.9
Chapter 1	845 17.0	767 15.2
Free/Reduced Price Meals	1,955 39.4	2,101 41.7
Special Education	685 13.8	732 14.5
Intensity I	70 10.2	58 7.9
Intensity II	308 45.0	346 47.3
Intensity III	197 28.8	198 27.0
Intensity IV	88 12.8	107 14.6
Intensity V	22 3.2	23 3.1

OTHER FACTORS

	1992	1993
Wealth per pupil	\$146,552	\$152,776
Per pupil expenditure	\$5,289	\$5,367
Instructional staff per 1,000 pupils	59.8	60.7
Professional support staff per 1,000 pupils	10.9	11.6
Instructional assistants per 1,000 pupils	12.7	11.8
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience

NUMBER | PERCENT

1992 | 99.0

1993 | 369

99.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3,5,8	READING		COMPREHENSION		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking
Grade 3	29.3	369	37.5	28.9	369	39.4	21.6	368
Grade 5	25.4	400	31.3	34.6	400	39.7	29.9	400
Grade 8	49.1	323	47.6	41.1	323	41.6	46.0	324

School Improvement Notes

The Dorchester County Public School System has set improved achievement for all students as its priority. Efforts are currently underway to restructure the early childhood program, revise curricula and teaching methods, and provide every student with a more rigorous academic program.

We commend the continued dedication of our teachers, support staff, administrators, and community.

We believe, that with their support, continuous growth will be made.

Frederick County, with a population of 164,503, is Maryland's largest county in land mass. The Board of Education is housed in Frederick City, the County seat. The forty-seven public schools include twenty-seven elementary schools, ten middle schools, seven high schools, one special education center, one alternative education middle/high school, and one career and technology center. Outdoor school facilities are also part of the school system.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 9 STATUS			EX	SAT		NUMBER	NUMBER	PERCENT
			ABSENT	TAKING	EXEMPT	EXEMPT	PASSING	EX
Heading	97	95	2,049	32	0	98.6	98.6	✓
Mathematics	90	80	2,063	.	0	92.8	92.8	✓
Writing	96	90	1,998	83	0	97.2	97.2	✓
Citizenship	92	85	1,901	25	0	94.2	94.2	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	2,050	97	110	53	44.4	✓
R Mathematics	25	70	2,094	110	53	2.9	40.7	✓
D Social Studies	25	70	2,070	134	53	5.0	46.5	✓
E Science	25	70	2,071	133	53	3.9	44.7	✓
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT
G Reading	25	70	1,974	125	105	82	40.2	✓
R Mathematics	25	70	2,043	115	46	11.2	56.9	✓
D Social Studies	25	70	2,014	144	46	7.7	45.9	✓
E Science	25	70	2,008	150	46	4.6	48.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			1993		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT	NUMBER EXCUSED	PERCENT AT	EX
			EX	SAT		**†	EX	SAT

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	332	405
Kindergarten	2,300	2,456
Grades 1 - 6	13,650	14,215
Grades 7 - 12	11,186	11,711
Ungraded Special Education	467	510
Total Enrollment	27,935	29,297

First Graders with Kindergarten Experience

	1992	PERCENT	1992	PERCENT	1993
	2,442	99.4	2,417	99.6	

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
Limited English Proficient	118	0.4
Chapter 1	726	2.6
Free/Reduced Price Meals	3,630	13.0
Special Education	2,999	10.7
Intensity I	220	7.3
Intensity II	1,789	59.7
Intensity III	522	17.4
Intensity IV	314	10.5
Intensity V	154	5.1

OTHER FACTORS	1992	1993
Health per pupil	\$168,770	\$176,677
Per pupil expenditure	\$5,300	\$5,327
Instructional staff per 1,000 pupils	613	618
Professional support staff per 1,000 pupils	8.4	8.2
Instructional assistants per 1,000 pupils	9.8	9.5
Average length of school day for pupils	6.6	6.6
Length of school year for pupils	180	179

School Improvement Notes

Once again, the Frederick County Public School System has met twelve of the original thirteen standards assessed by the Maryland School Performance Program. We are proud to be among the first school districts in Maryland to achieve the excellent standard in mathematics at the end of grade nine. We are also pleased to be among the State leaders in the percentage of students meeting mastery on the high standards of the Maryland School Performance Assessment Program. We are prepared to meet the challenge of these rigorous standards for all of our students. In our view, these results reflect the overall quality and intent of our essential curriculum and Criterion-Referenced Evaluation System which emphasize problem solving and high level thinking abilities. Our success is based on the efforts of our entire educational community. We continue to applaud their commitment to our mission of teaching for quality learning for all students.

OTHER FACTORS	1992	1993
Health per pupil	\$168,770	\$176,677
Per pupil expenditure	\$5,300	\$5,327
Instructional staff per 1,000 pupils	613	618
Professional support staff per 1,000 pupils	8.4	8.2
Instructional assistants per 1,000 pupils	9.8	9.5
Average length of school day for pupils	6.6	6.6
Length of school year for pupils	180	179

GARRETT

COUNTY PUBLIC SCHOOL

Garrett County, with a population of 28,138, is located in the northwestern corner of Maryland. The Board of Education is housed in Oakland, the County seat. The sixteen public schools include ten elementary, four middle/combined, and two comprehensive secondary schools. An outdoor environmental education center is also part of the school system.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 9 STATUS			EX	SAT		NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING
Reading	97	95	351	•	•	97.2	✓	✓
Mathematics	90	80	352	•	•	88.1	✓	✓
Writing	96	90	347	•	•	98.6	✓	✓
Citizenship	92	85	347	•	•	92.2	✓	✓

MD FUNCTIONAL TESTS			STANDARD			1993		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
Reading	99	97	99.1	100.0	0	•	100.0	✓
Mathematics	99	97	96.6	98.6	0	•	99.4	✓
Writing	99	97	96.3	100.0	0	•	99.1	✓
Citizenship	99	97	97.0	99.0	0	•	98.8	✓
Passed All Tests	96	90	93.3	98.3	0	•	97.6	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			STANDARD			NOT REPORTED ***		
G	R	A	EX	SAT		NUMBER TESTED	NUMBER ABSENT/EXCUSED	PERCENT AT
G	Reading	25	70	362	•	•	16	35.4
R	Mathematics	25	70	363	24	•	13	23.8
A	Social Studies	25	70	362	25	•	5	34.6
D	Science	25	70	359	28	•	13	40.3
E	Reading	25	70	379	•	21	3.8	30.7
D	Mathematics	25	70	383	•	•	6.3	48.8
E	Social Studies	25	70	375	25	•	3.0	37.8
S	Science	25	70	379	21	•	1.3	43.3

G	R	A	D	E	S	G	R	A	D	E	S
G	Reading	25	70	333	•	•	17	29.6	✓	✓	✓
R	Mathematics	25	70	339	•	•	4.6	41.4	✓	✓	✓
A	Social Studies	25	70	338	•	•	4.9	40.5	✓	✓	✓
D	Science	25	70	331	•	•	4.9	41.2	✓	✓	✓
E	Reading	25	70	333	•	•	1.7	29.6	✓	✓	✓
S	Mathematics	25	70	339	•	•	4.6	41.4	✓	✓	✓
G	Social Studies	25	70	338	•	•	4.9	40.5	✓	✓	✓
R	Science	25	70	331	•	•	4.9	41.2	✓	✓	✓

• Fewer Than 20 Students

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD		1993	
			EX	SAT	1990* Percent	1992 Percent
Grades 1-6	96	94	95.3	95.7	95.8	95.0
Grades 7-12	96	94	93.8	94.9	95.0	95.2

STUDENTS ABSENT			1992 PERCENT		1993	
			EX	SAT	1990* Percent	1992 Percent
Fewer than 5 days	31.9	31.9	31.9	31.9	31.9	31.9
More than 20 days	3.4	3.4	3.4	3.4	3.4	3.4

STUDENT ATTAINMENT

DROPOUT RATE (YEARLY)			STANDARD		1993	
			EX	SAT	1990* Percent	1992 Percent
Grades 9-12	1.25	3.0	4.4	2.7	4.33	4.33

PROMOTION RATE			STANDARD		1993	
			EX	SAT	1990* Percent	1992 Percent
Grades 1-6	98	96	97.8	97.2	99.3	99.3

HIGH SCHOOL PROGRAM COMPLETION

1991 PERCENT COMPLETED			1992 PERCENT COMPLETED		1993	
			EX	SAT	EX	SAT
University of Maryland System Requirements	28.5	26.2	28.5	26.2	84	84
Approved Occupational Program Requirements	36.9	37.1	36.9	37.1	115	115
BOTH - University & Occupational Requirements	7.3	10.5	7.3	10.5	20	20

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:			1992*		1993	
			EX	SAT	EX	SAT
Attend a four year college	20.6	20.6	20.6	20.6	52	52
Attend a two year college	22.6	22.6	22.6	22.6	49	49
Attend a specialized school or pursue specialized training	4.4	4.4	4.4	4.4	17	17
Enter employment (related to high school program)	15.2	15.2	15.2	15.2	51	51
Enter employment (unrelated to high school program)	4.7	4.7	4.7	4.7	17	17
Enter the military	4.4	4.4	4.4	4.4	11	11
Enter full-time employment and/or school	11.1	11.1	11.1	11.1	33	33
Enter part time employment and/or school	5.7	5.7	5.7	5.7	17	17
Other and no response	6.4	6.4	6.4	6.4	6.4	6.4

KEY: EX = Excellent, SAT = Satisfactory, * = Percent

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS		1991-92		1992-93	
ENROLLMENT					
Pre-Kindergarten	81			89	
Kindergarten	374			401	
Grades 1 - 6	2,477			2,396	
Grades 7 - 12	2,127			2,108	
Ungraded Special Education	51			44	
Total Enrollment	5,110			5,038	

STUDENT MOBILITY		1992		1993	
		NUMBER	PERCENT	NUMBER	PERCENT
Entrants	338	6.8	335	6.8	
Withdrawals	343	6.9	395	8.0	

STUDENTS RECEIVING SPECIAL SERVICES

		1992		1993	
		NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	0	0	0	0	0
Chapter 1	492	9.6	500	9.9	
Free/Reduced Price Meals	2,048	40.1	2,191	43.5	
Special Education	673	13.2	670	13.3	
Intensity I	106	15.8	104	15.5	
Intensity II	255	37.9	253	37.8	
Intensity III	146	21.7	148	22.1	
Intensity IV	166	24.7	165	24.6	
Intensity V	0	0	0	0	

First Graders with Kindergarten Experience		1992		1993	
		NUMBER	PERCENT	NUMBER	PERCENT
		372	96.9	368	98.9

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)					
Census - Grades 3, 5, 8	READING COMPREHENSION		LANGUAGE TOTAL		MATHEMATICS TOTAL
	1992 Median Percentile	1993 Number Taking	1992 Median Percentile	1993 Number Taking	
Grade 3	55.3	407	51.0	50.0	410
Grade 5	55.9	435	54.2	58.6	433
Grade 8	59.1	405	60.7	58.9	405

School Improvement Notes

We are pleased that our school system met twelve of the original thirteen standards for the second consecutive year. We made significant improvement, however, since we met eight of the original thirteen standards at the excellent level while we met only five at this level in 1991-92. We want to make particular note of meeting the ninth grade Functional Mathematics Test standard for the first time, because we specifically targeted this area for improvement activities. School improvement plans and staff development activities are stressing Dimensions of Thinking/Learning. In addition, performance tasks are being emphasized with all students, since a significant challenge remains with regard to meeting the proposed standards of the Maryland School Performance Assessment Program. Considering the characteristics of our student population and a relatively limited resource base, the efforts of teachers, support staff, and administrators are to be commended for these accomplishments.

OTHER FACTORS		1992		1993	
Wealth per pupil	\$227,702			\$137,633	
Per pupil expenditure	\$5,036			\$5,020	
Instructional staff per 1,000 pupils	67.2			68.3	
Professional support staff per 1,000 pupils	7.6			7.7	
Instructional assistants per 1,000 pupils	20.8			19.7	
Average length of school day for pupils	6.5			6.5	
Length of school year for pupils	180			177	

Harfard County, with a population of 195,000, is located in northeastern Maryland and is part of the Baltimore Metropolitan area. The Board of Education is housed in Bel Air, the County seat. The forty-seven public schools include twenty-nine elementary schools, eight middle schools, one special education school, eight high schools, and one technical high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 9 STATUS			EX	SAT		NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT
			PERCENT PASSING	EX	SAT	99.3	99.3	99.3
Reading	97	95	2.276	.	.	99.3	99.3	99.3
Mathematics	90	80	2.253	31	.	90.2	90.2	90.2
Writing	96	90	2.223	32	.	96.6	96.6	96.6
Citizenship	92	85	2.257	25	.	88.5	88.5	88.5

MD FUNCTIONAL TESTS			STANDARD			1992		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MARYLAND SCHOOL PERFORMANCE ASSESSMENT (MSPAP) 1992 RESULTS			STANDARD			1992		
			PROPOSED	NUMBER TESTED	NUMBER ABSENT/EXCUSED	NUMBER NOT REPORTED	PERCENT AT	EX SAT
			EX	SAT		**	EX	SAT
G Reading	25	70	2.320	154	78	3.1	27.1	✓
R Mathematics	25	70	2.309	168	75	72	50.0	✓
A Mathematics	25	70	2.389	202	73	20	35.5	✓
D Social Studies	25	70	2.280	197	75	55	40.3	✓
E Social Studies	25	70	2.345	246	73	29	41.3	✓
3 Science	25	70	2.346	245	73	29	38.9	✓
G Reading	25	70	2.320	154	78	3.1	27.1	✓
R Mathematics	25	70	2.309	168	75	72	50.0	✓
A Mathematics	25	70	2.389	202	73	20	35.5	✓
D Social Studies	25	70	2.280	197	75	55	40.3	✓
E Social Studies	25	70	2.345	246	73	29	41.3	✓
5 Science	25	70	2.270	207	75	25	40.7	✓
G Reading	25	70	1.912	216	65	25	28.5	✓
R Mathematics	25	70	1.912	216	65	60	44.9	✓
A Mathematics	25	70	1.906	222	65	4.7	36.7	✓
D Social Studies	25	70	1.906	222	65	4.7	36.7	✓
E Social Studies	25	70	1.835	293	65	22	33.0	✓

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PERFORMANCE

School Year 1992-1993

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 9 STATUS			EX	SAT		NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT
			PERCENT PASSING	EX	SAT	99.3	99.3	99.3
Reading	97	95	2.276	.	.	99.3	99.3	99.3
Mathematics	90	80	2.253	31	.	90.2	90.2	90.2
Writing	96	90	2.223	32	.	96.6	96.6	96.6
Citizenship	92	85	2.257	25	.	88.5	88.5	88.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
			PERCENT PASSING	EX	SAT	99.7	99.7	99.7
Reading	99	97	99.6	99.0	0	.	99.7	99.7
Mathematics	99	97	97.9	97.0	0	.	98.5	98.5
Writing	99	97	98.8	97.6	.	.	99.3	99.3
Citizenship	99	97	98.0	97.0	.	.	97.8	97.8
Passed All Tests	96	90	95.9	94.2	0	.	96.5	96.5

MD FUNCTIONAL TESTS			STANDARD			1993*		
GRADE 11 STATUS			EX	SAT		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
<th colspan="3

Harford

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	658	730
Kindergarten	2,804	2,759
Grades 1 - 6	16,125	16,693
Grades 7 - 12	12,894	13,254
Ungraded Special Education	387	357
Total Enrollment	32,868	33,793

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	184	91
Chapter 1	2,530	7,7
Free/Reduced Price Meals	4,853	14,8
Special Education	2,901	8,8
Intensity I	390	13,4
Intensity II	1,104	38,1
Intensity III	704	24,3
Intensity IV	480	16,5
Intensity V	223	7,7

OTHER FACTORS

	1992	1993
Wealth per pupil	\$154,802	\$162,624
Per pupil expenditure	\$4,858	\$5,007
Instructional staff per 1,000 pupils	59.3	60.1
Professional support staff per 1,000 pupils	8.4	8.8
Instructional assistants per 1,000 pupils	8.4	9.0
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	179

First Graders with Kindergarten Experience

	1992	PERCENT	1993	PERCENT
NUMBER	2,641	94.5	2,860	98.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census- Grade 3 Sample- Grades 5, 8	READING			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	COMPREHENSION		1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
	1992 Median Percentile	Number Taking							
Grade 3	64.8	2,718	65.4	55.5	2,716	57.0	59.5	2,719	60.2
Grade 5	59.6	208	60.0	54.4	204	59.0	60.5	208	59.5
Grade 8	55.5	257	63.6	51.8	257	63.3	47.7	258	60.3

School Improvement Notes

The Harford County Public School System is pleased to report significant improvement in the performance of students on the Maryland Functional Tests and the CTBS/4. This report demonstrates increases in the percent of high school students who passed functional tests in reading, mathematics, writing, and citizenship. We met the excellent standard on three of the four tests. Student performance also improved on the norm-referenced CTBS/4, with median national percentiles in reading comprehension and mathematics exceeding the national averages by ten or more points.

The development and implementation of a goal driven systemwide master plan for school improvement, curriculum, assessment, staff development, and parent/community involvement, supported by the Dimensions of Learning model, highlight the school system's efforts to provide the best possible teaching and learning environments for staff and students.

Howard County, with a population of 207,055, is located in the center of the Baltimore-Washington corridor and includes the planned community of Columbia. The Board of Education is housed in Ellicott City, the County seat. The fifty-six public schools include thirty-one elementary schools, fourteen middle schools, eight comprehensive high schools, one school of technology, one special education school, and one alternative learning center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1993**			
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	PERCENT EXEMPT	EX SAT NOT MET
Reading	97	95	2,397	34	99.1	✓
Mathematics	90	80	2,404	27	87.1	✓
Writing	96	90	2,344	89	96.4	✓
Citizenship	92	85	2,169	67	94.1	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1993**			
	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX SAT NOT MET
Reading	99	97	100 0	99.9	0	✓
Mathematics	99	97	99.2	98.7	0	✓
Writing	99	97	99.5	99.5	0	✓
Citizenship	99	97	98.8	98.3	0	✓
Passed All Tests	96	90	97.7	97.1	0	✓

STUDENT PARTICIPATION

	ATTENDANCE RATE (YEARLY)		STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	EX SAT	Percent	NOT MET
Grades 1-6	96	94	93.0	95.7	96.1	96.1	94.5	94.5	✓	✓
Grades 7-12	96	94	93.0	95.7	96.1	96.1	94.5	94.5	✓	✓

	STUDENTS ABSENT		1992 PERCENT		1993 PERCENT	
	Fewer than 5 days	More than 20 days	39.8	7.2	39.3	7.0

STUDENT ATTAINMENT

	DROPOUT RATE (YEARLY)		STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	EX SAT	Percent	NOT MET
Grades 9-12	1.25	3.0	2.4	2.0	2.0	1.65	✓			

	PROMOTION RATE		STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	Percent	EX SAT	Percent	NOT MET
Grades 1-6	98	96	99.8	99.9	99.9	99.9	99.9	99.9	99.9	✓

HIGH SCHOOL PROGRAM COMPLETION

	1991 PERCENT COMPLETED		1992 PERCENT COMPLETED		1993 PERCENT COMPLETED	
	Percent	Number Completed	Percent	Number Completed	Percent	Number Completed
University of Maryland System Requirements	69.4	68.2	69.4	68.2	70.3	70.3
Approved Occupational Program Requirements	6.2	7.6	6.2	7.6	6.1	6.1
BOTH - University & Occupational Requirements	0.3	0.4	0.3	0.4	0.3	0.3

POST-SECONDARY DECISIONS

	GRADE 12 DOCUMENTED DECISIONS TO:		1992**		1993	
	Percent	Number	Percent	Number	Percent	Number
Attend a four year college	61.5	1,111	62.3	1,222	61	61
Attend a two year college	16.0	275	15.4	244	13	13
Attend a specialized school or pursue specialized training	12	16	9	10	5	5
Enter employment (related to high school program)	4.7	77	4.3	74	4.3	4.3
Enter employment (unrelated to high school program)	1.8	38	2.1	38	2.1	2.1
Enter the military	1.6	41	2.3	41	2.3	2.3
Enter full-time employment and/or school	7.4	139	7.8	139	7.8	7.8
Enter part-time employment and/or school	3.6	61	3.4	61	3.4	3.4
Other and no response						

• Fewer Than 20 Students .. Indicates Baseline Year Data
 ... Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

38 94 Q4

KEY: EX = Excellent, SAT = Satisfactory, SAT = Percent



Howard

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	131	114
Kindergarten	2,479	2,635
Grades 1 - 6	15,446	16,498
Grades 7 - 12	12,838	13,712
Ungraded Special Education	705	0
Total Enrollment	31,599	32,959

First Graders with Kindergarten Experience

	1992	PERCENT	1993	PERCENT
	2,549	97.4	2,778	98.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

STUDENT MOBILITY	READING			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	COMPREHENSION		1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
	1992 Number Taking	1993 Median Percentile							
Transients	2,258	7.2	2,148	6.5	Grade 3	69.3	262	65.0	70.8
Withdrawals	2,349	7.4	2,110	6.4	Grade 5	66.6	250	64.0	72.0
					Grade 8	70.0	251	74.0	69.2
							264	71.0	68.5
								253	70.0
									69.8
									248
									72.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
Limited English Proficient	453	1.4
Chapter 1	873	2.8
Free/Reduced Price Meals	1,858	5.9
Special Education	3,379	10.7
Intensity I	70	2.1
Intensity II	1,659	49.1
Intensity III	813	24.1
Intensity IV	548	16.2
Intensity V	289	8.6
		295
		8.3

School Improvement Notes

For the second year, we have focused our human and financial resources on improving the school system climate, improving the performance of low or marginally achieving students, strengthening the linkage between school and home, and developing more effective means of assessing student performance.

We believe that the collaborative effort among students, parents, and teachers toward improving our school system and accomplishing these goals has enabled us to increase our excellent ranking from six to eight over the last two years and to meet all thirteen State standards again this year.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$259,359	\$266,084
Per pupil expenditure	\$6,695	\$6,481
Instructional staff per 1,000 pupils	64.0	63.3
Professional support staff per 1,000 pupils	10.9	10.6
Instructional assistants per 1,000 pupils	13.3	13.3
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	182	179

(C) 1993 KENT COUNTY PUBLIC SCHOOLS

Kent County, with a population of 17,842, is located on Maryland's Eastern Shore. The county is bordered by the Chesapeake Bay and the Chester and Sassafras Rivers. The Board of Education is housed in Chestertown, the County seat. The eight public schools include four elementary schools, three middle schools, and one comprehensive high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1992*			1993*		
GRADE 9 STATUS		EX	SAT	EX	SAT	NUMBER TAKING	NUMBER ABSENT	PERCENT EXEMPT	NUMBER PASSING	EX	SAT
Reading	97	95	220	•	•	39 1	✓	99 1	80 5	✓	✓
Mathematics	90	80	220	•	•	80 5	✓	96 4	92 6	94 7	95 1
Writing	96	90	210	•	•	98 6	✓	96 4	92 9	92 9	93 1
Citizenship	92	85	214	•	•	86 0	✓	96 4	92 6	94 7	95 6

MD FUNCTIONAL TESTS			STANDARD			1992*			1993*		
GRADE 11 STATUS		EX	SAT	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100 0	100 0	0	0	0	100 0	✓	✓	✓
Mathematics	99	97	99 3	98 1	0	0	0	98 6	✓	✓	✓
Writing	99	97	99 3	98 7	0	0	0	100 0	✓	✓	✓
Citizenship	99	97	99 3	96 2	0	0	0	96 6	✓	✓	✓
Passed All Tests	96	90	98 6	94 9	0	0	0	97 9	✓	✓	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			PROPOSED STANDARD			NUMBER TESTED			NUMBER ABSENT			PERCENT AT		
G	R	A	Mathematics	25	70	199	•	•	6 3	44 2	✓	EX	SAT	NOT MET
R	A	D	Social Studies	25	70	196	•	•	2 4	31 1	✓	EX	SAT	NOT MET
D	E	S	Science	25	70	196	•	•	9 2	47 1	✓	EX	SAT	NOT MET
E	S	S	Reading	25	70	186	•	•	7 8	48 5	✓	EX	SAT	NOT MET

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

 G = Reading
 R = Mathematics
 A = Social Studies
 D = Science

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD		1990**		1992		1993	
			EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94	94	94	94	95.1	95.6	93.1	✓
Grades 7-12	96	94	92.6	92.9	92.9	93.1	93.1	93.1	93.1	✓

STUDENTS ABSENT			1992 PERCENT		1993 PERCENT	
			EX	SAT	EX	SAT
Fewer than 5 days	33.0	33.0	36.2	36.2		
More than 25 days	11.5	11.5	10.6	10.6		

STUDENT ATTAINMENT

DROPOUT RATE (YEARLY)			STANDARD		1990**		1992		1993	
			EX	SAT	EX	SAT	Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	5.0	3.1	3.24	✓				

HIGH SCHOOL PROGRAM COMPLETION

GRADE 12 DOCUMENTED DECISIONS TO:

 University of Maryland System Requirements
 Approved Occupational Program Requirements
 BOTH - University & Occupational Requirements

GRADE 12 DOCUMENTED DECISIONS TO:

 Attend a four year college
 Attend a two year college

 Enter a specialized school or pursue specialized training
 Enter employment (related to high school program)

 Enter the military
 Enter full-time employment and/or school

 Enter part-time employment and/or school
 Other and no response

GRADE 12 DOCUMENTED DECISIONS TO:

 University of Maryland System Requirements
 Approved Occupational Program Requirements
 BOTH - University & Occupational Requirements

GRADE 12 DOCUMENTED DECISIONS TO:

 Attend a four year college
 Attend a two year college

 Enter a specialized school or pursue specialized training
 Enter employment (related to high school program)

 Enter the military
 Enter full-time employment and/or school

 Enter part-time employment and/or school
 Other and no response

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

40

 KEY: EX = Excellent, SAT = Satisfactory, γ = Percent

40

89

Kent

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	84	140
Kindergarten	218	190
Grades 1 - 6	1,233	1,238
Grades 7 - 12	1,012	1,039
Ungraded Special Education	67	41
Total Enrollment	2,614	2,648

STUDENT MOBILITY	1992 NUMBER	1993 PERCENT	1992 NUMBER	1993 PERCENT
Entrants	163	6.5	216	8.7
Withdrawals	179	7.1	198	7.9

STUDENTS RECEIVING SPECIAL SERVICES	1992 NUMBER	1993 PERCENT	1992 NUMBER	1993 PERCENT
Limited English Proficient	47	1.8	46	1.7
Chapter 1	375	14.3	372	14.0
Free/Reduced Price Meals	721	27.6	777	29.3
Special Education	264	10.1	302	11.4
Intensity I	19	7.2	29	9.6
Intensity II	157	59.5	178	58.9
Intensity III	24	9.1	37	12.3
Intensity IV	44	16.7	42	13.9
Intensity V	20	7.6	•	5.3

OTHER FACTORS	1992	1993
Health per pupil	\$207,428	\$225,016
Per pupil expenditure	\$5,753	\$6,016
Instructional staff per 1,000 pupils	64.4	62.8
Professional support staff per 1,000 pupils	9.9	10.3
Instructional assistants per 1,000 pupils	13.8	12.5
Average length of school day for pupils	6.9	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
238	99.6	234	99.2	

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)				
Census - Grades 3. 5. 8	READING COMPREHENSION		LANGUAGE TOTAL	
	1992 Median Percentile	1993 Median Number Taking	1992 Median Percentile	1993 Median Number Taking
Grade 3	65.6	210	62.2	66.5
Grade 5	61.9	173	51.0	60.7
Grade 8	64.0	168	66.8	54.0

School Improvement Notes				
<i>Kent County continues to achieve success toward school improvement. Kent County proudly states that, for the second consecutive year, it continues to have one of the top writing scores in the State. Reading remains at an excellent level. We are pleased that we have reached at least a satisfactory level on all Maryland Functional Tests in both ninth and eleventh grades.</i>				
<i>Kent County has added two additional inservice days and two Helping Teachers to provide staff development for the improvement of MSPAP achievement.</i>				
<i>Site-based decision making continues to be a focus. Efforts to improve secondary school attendance and the dropout rate remain a priority.</i>				
<i>The Kent County Public School System continues to have a commitment to provide a quality and equitable education for all children.</i>				

30

41

Montgomery

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	2,006	2,061
Kindergarten	8,823	9,149
Grades 1 - 6	50,492	51,373
Grades 7 - 12	41,853	43,072
Ungraded Special Education	4,225	4,382
Total Enrollment	107,399	110,037

	1991-92	1992-93
	NUMBER	PERCENT
Entrants	10,262	9.7
Withdrawals	10,254	9.7

STUDENTS RECEIVING SPECIAL SERVICES

	1991-92	1992-93
	NUMBER	PERCENT
Limited English Proficient	6,041	5.6
Chapter 1	5,663	5.3
Free/Reduced Price Meals	18,230	17.0
Special Education	10,321	9.6
Intensity I	764	7.4
Intensity II	4,312	41.8
Intensity III	1,111	10.8
Intensity IV	2,296	22.2
Intensity V	1,838	17.8

OTHER FACTORS

	1992	1993
Wealth per pupil	\$360,629	\$375,093
Per pupil expenditure	\$7,591	\$7,377
Instructional staff per 1,000 pupils	62.8	62.2
Professional support staff per 1,000 pupils	10.4	10.1
Instructional assistants per 1,000 pupils	13.6	14.1
Average length of school day for pupils	6.1	6.2
Length of school year for pupils	184	180

First Graders with Kindergarten Experience		1992			1993		
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)							
Sample	Grades 3, 5, 8	READING	COMPREHENSION	LANGUAGE TOTAL	MATHEMATICS TOTAL		
		1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	62.6	252	63.0	60.8	249	59.0	65.0
Grade 5	63.5	246	67.0	69.4	247	63.0	62.3
Grade 8	68.3	244	73.0	63.0	246	66.0	57.3

School Improvement Notes

The Montgomery County Public School System's *Success for Every Student plan guides our efforts in providing instruction and support for students. In the thirteen Maryland School Performance Program areas that have been in place for three years, our schools met the excellent standard on six and satisfactory standard on five. We have achieved the excellent standard in all four areas for grade nine on the Maryland Functional Tests, and students in all racial/ethnic groups have achieved the satisfactory standard in all areas except mathematics. We have worked on instructional strategies and performance assessments that encourage our students to achieve and to meet the high expectations of our community and the Maryland School Performance Program.*

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Prince George's County, with a population of nearly 750,000, is located in the Maryland suburbs of Washington, D.C. It is the largest school system in Maryland and the seventeenth largest in the United States. The County embraces its history and diversity from its metropolitan locales to its suburban and rural areas. The Board of Education is housed in Upper Marlboro, the County seat. The one hundred seventy-three public schools include one hundred seventeen elementary schools, twenty-five middle schools, twenty high schools, two vocational schools, and nine special education centers.



STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

			1993*					
			NUMBER	NUMBER	PERCENT	EX	SAT	NOT MET
			REFUSED	EXEMPT	PASSING			
Reading	97	95	8,123	258	118	97.3	✓	✓
Mathematics	90	80	8,209	215	77	70.6	✓	✓
Writing	96	90	7,682	832	0	96.8	✓	✓
Citizenship	92	85	8,037	280	191	77.7	✓	✓

			1993					
			NUMBER	NUMBER	PERCENT	EX	SAT	NOT MET
			REFUSED	EXEMPT	PASSING			
Reading	99	97	99.6	99.5	0	✓	99.6	✓
Mathematics	99	97	95.5	94.1	0	✓	93.6	✓
Writing	99	97	98.7	98.7	0	0	98.8	✓
Citizenship	99	97	95.9	95.4	0	✓	94.9	✓
Passed All Tests	96	90	92.2	90.4	0	0	89.6	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS

GRADE	SUBJECT	PROPOSED STANDARD %	NUMBER TESTED	NUMBER NOT EXCUSED	NUMBER NOT REPORTED **#**	PERCENT AT		EX	SAT	NOT MET
						EX	SAT			
G	Reading	25	70	7,148	641	734	0.9	19.4	✓	✓
R	Mathematics	25	70	7,172	628	722	0.4	13.9	✓	✓
A	Social Studies	25	70	7,027	773	723	0.8	21.4	✓	✓
D										
E	Science	25	70	7,031	769	723	0.7	19.3	✓	✓
G	Reading	25	70	7,234	613	683	2.1	18.3	✓	✓
R	Mathematics	25	70	7,292	560	678	2.1	28.9	✓	✓
A	Social Studies	25	70	7,159	693	675	1.4	19.5	✓	✓
D	Science	25	70	7,083	769	675	0.6	20.2	✓	✓
G	Reading	25	70	6,444	765	483	0.8	13.7	✓	✓
R	Mathematics	25	70	6,538	679	475	.1	17.2	✓	✓
A	Social Studies	25	70	6,510	707	475	0.8	15.7	✓	✓
D	Science	25	70	6,341	876	475	0.9	12.4	✓	✓

MARYLAND SYSTEM REQUIREMENTS

GRADE 12 DOCUMENTED DECISIONS TO:			1992**			1993		
			Percent			Number Percent		
			1992**			1993		
			Percent			Number Percent		
			1992**			Number Percent		

Attend a four year college	37.5	2,325	39.1
Attend a two year college	16.4	996	16.8
Attend a specialized school or pursue specialized training	4.0	209	3.5
Approved Occupational Program Requirements	8.2	431	7.3
BOTH - University & Occupational Requirements	2.7	2.6	3.1

POST-SECONDARY DECISIONS

University of Maryland System Requirements	45.6	31.6	2,578	41.3
Approved Occupational Program Requirements	6.0	19.0	944	15.1
BOTH - University & Occupational Requirements	2.7	2.6	319	5.1
GRADE 12 DOCUMENTED DECISIONS TO:				

* Fewer Than 20 Students ** Indicates Baseline Year Data

... Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

44

96

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

97

Prince George's

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	1,880	2,088
Kindergarten	7,823	7,992
Grades 1 - 6	52,117	52,355
Grades 7 - 12	46,568	47,393
Ungraded Special Education	3,264	3,324
Total Enrollment	111,652	113,132

STUDENT MOBILITY	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	18,196 16.7	17,826 16.2
Withdrawals	16,803 15.4	16,709 15.2

STUDENTS RECEIVING SPECIAL SERVICES	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	2,601 2.4	2,840 2.5
Chapter 1	6,970 6.2	7,669 6.8
Free/Reduced Price Meals	31,943 28.6	38,605 34.1
Special Education	10,221 9.2	10,428 9.2
Intensity I	663 6.5	668 6.4
Intensity II	3,040 29.7	2,900 27.8
Intensity III	2,577 25.2	2,574 24.7
Intensity IV	1,679 16.4	1,873 18.0
Intensity V	2,262 22.1	2,413 23.1

First Graders with Kindergarten Experience

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
	8,502 95.3	8,522 97.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades 3, 5, 8	READING		COMPREHENSION		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	44.1	800	42.0	39.5	800	37.0	34.6	800
Grade 5	36.3	806	32.0	36.8	806	35.0	37.5	806
Grade 8	42.6	735	43.0	41.6	735	38.0	32.2	735

School Improvement Notes

The Prince George's County Public School System has established priority goals related to student achievement and performance, and to participation in a safe, orderly, and supportive school climate. Student achievement in reading, writing, mathematics, social studies, and science is enhanced by initiatives such as Equity 2000, the ATLAS New American Schools Project, and the National Science Foundation's collaborative partnership program to increase the number of minority students who are prepared for careers in science. Student performance reflects the application of higher order thinking skills in all curricular areas. School system curricula and learning climate reflect and support a multicultural perspective.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$186,596	\$194,124
Per pupil expenditure	\$5,603	\$5,637
Instructional staff per 1,000 pupils	57.6	57.8
Professional support staff per 1,000 pupils	7.8	7.8
Instructional assistants per 1,000 pupils	7.3	7.4
Average length of school day for pupils	6.1	6.2
Length of school year for pupils	180	179

QUEEN ANNE'S

COUNTY PUBLIC SCHOOLS

Queen Anne's County, with a population of 36,700, is located on Maryland's Eastern Shore, east of Annapolis. The Board of Education is housed in Centreville, the County seat. The ten public schools include six elementary schools, three middle schools, and one secondary school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1992		1993*	
	EX	SAT	EX	SAT	NUMBER TAKING	NUMBER ABSENT
Reading	97	95	385	•	99.2	✓
Mathematics	90	80	386	0	89.4	✓
Writing	96	90	380	•	96.8	✓
Citizenship	92	85	385	0	90.9	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1991**		1993*	
	EX	SAT	EX	SAT	NUMBER REFUSED	NUMBER EXEMPT
Reading	99	97	100.0	99.7	0	100.0
Mathematics	99	97	99.6	97.2	0	•
Writing	99	97	99.2	97.7	0	•
Citizenship	99	97	99.6	99.0	0	•
Passed All Tests	96	90	98.9	96.0	0	•

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD*		NUMBER TESTED		NUMBER ABSENT/EXCUSED		NUMBER NOT REPORTED		PERCENT AT		EX SAT		NOT MET	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	387	30	24	4.3	30.7	✓	✓	✓	✓	✓	✓	✓
A Mathematics	25	70	413	24	•	4.3	37.8	✓	✓	✓	✓	✓	✓	✓
D Social Studies	25	70	401	36	•	5.3	32.7	✓	✓	✓	✓	✓	✓	✓
E Science	25	70	437	32	•	3.2	44.3	✓	✓	✓	✓	✓	✓	✓

G Reading	25		70		428		22		23		3.8		40.9	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
A Mathematics	25	70	440	29	•	1.3	37.3	✓	✓	✓	✓	✓	✓	✓
D Social Studies	25	70	435	34	•	2.8	40.5	✓	✓	✓	✓	✓	✓	✓
E Science	25	70	437	32	•	3.2	44.3	✓	✓	✓	✓	✓	✓	✓

G Reading	25		70		402		35		• <th>•<th>1.4<td>34.3</td><td>✓</td><td>✓</td></th></th>	• <th>1.4<td>34.3</td><td>✓</td><td>✓</td></th>	1.4 <td>34.3</td> <td>✓</td> <td>✓</td>	34.3	✓	✓
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
A Mathematics	25	70	413	24	•	4.3	37.8	✓	✓	✓	✓	✓	✓	✓
D Social Studies	25	70	401	36	•	5.3	32.7	✓	✓	✓	✓	✓	✓	✓
E Science	25	70	437	32	•	3.2	44.3	✓	✓	✓	✓	✓	✓	✓

G Reading	25		70		328		20		29		2.0	27.3	✓	✓
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
A Mathematics	25	70	329	29	•	4.5	40.8	✓	✓	✓	✓	✓	✓	✓
D Social Studies	25	70	327	31	•	8.1	38.5	✓	✓	✓	✓	✓	✓	✓
E Science	25	70	321	37	•	4.5	37.2	✓	✓	✓	✓	✓	✓	✓

* Fewer Than 20 Students ** Indicates Baseline Year Data

... Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

46 100



MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1992		1993*		STUDENT PARTICIPATION		1992		1993	
	STANDARD		1990**		1990**		STUDENT PARTICIPATION		1992		1993	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	97	95	385	•	99.2	✓	96	94	94.8	95.3	95.5	✓
Mathematics	90	80	386	0	89.4	✓	96	94	92.1	93.2	92.2	✓
Writing	96	90	380	•	96.8	✓	96	94	92.6	92.9	92.1	✓
Citizenship	92	85	385	0	90.9	✓	96	94	92.0	92.6	92.2	✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1992		1993*		STUDENT PARTICIPATION		1992		1993	
	STANDARD		1990**		1990**		STUDENT PARTICIPATION		1992		1993	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	99	97	100.0	99.7	0	•	99.1	✓	96	94	94.8	95.3
Mathematics	99	97	99.6	97.2	0	•	99.4	✓	96	94	94.8	95.3
Writing	99	97	99.2	97.7	0	•	99.4	✓	96	94	94.8	95.3
Citizenship	99	97	99.6	99.0	0	•	99.7	✓	96	94	94.8	95.3
Passed All Tests	96	90	98.9	96.0	0	•	98.5	✓	96	94	94.8	95.3

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1992		1993*		STUDENT PARTICIPATION		1992		1993	
	STANDARD		1990**		1990**		STUDENT PARTICIPATION		1992		1993	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	25	70	387	30	24	4.3	30.7	✓	96	94	94.8	95.3
Mathematics	25	70	413	24	•	4.3	37.8	✓	96	94	94.8	95.3
Writing	25	70	401	36	•	5.3	32.7	✓	96	94	94.8	95.3
Citizenship	25	70	435	34	•	2.8	40.5	✓	96	94	94.8	95.3
Passed All Tests	25	70	437	32	•	3.2	44.3	✓	96	94	94.8	95.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

101

100

Queen Anne's
SUPPORTING INFORMATION
 School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	133	134
Kindergarten	474	461
Grades 1 - 6	2,715	2,783
Grades 7 - 12	2,206	2,359
Ungraded Special Education	13	15
Total Enrollment	5,541	5,752

STUDENT MOBILITY	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Entrants	411	7.6	336	6.0
Withdrawals	372	6.9	355	6.3

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Limited English Proficient	•	0.3	27	0.5
Chapter 1	555	10.0	595	10.3
Free/Reduced Price Meals	1,121	20.2	1,318	22.9
Special Education	631	11.4	607	10.6
Intensity I	108	17.1	149	24.5
Intensity II	170	26.9	153	25.2
Intensity III	181	28.7	165	27.2
Intensity IV	139	22.0	90	14.8
Intensity V	33	5.2	50	8.2

OTHER FACTORS

	1992	1993
Wealth per pupil	\$206,254	\$217,639
Per pupil expenditure	\$5,358	\$5,592
Instructional staff per 1,000 pupils	61.9	61.7
Professional support staff per 1,000 pupils	10.8	9.9
Instructional assistants per 1,000 pupils	10.7	10.8
Average length of school day for pupils	6.5	6.1
Length of school year for pupils	180	180

First Graders with Kindergarten Experience

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
541	99.4		484	99.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile
Grade 3	60.0	465	59.9	56.8	475	53.5	60.9	475	60.0
Grade 5	44.9	459	53.6	43.9	457	42.4	46.3	458	57.0
Grade 8	57.0	391	63.3	47.0	391	51.6	48.6	389	56.0

School Improvement Notes

The Queen Anne's County Public School System is pleased to note improvement in most data areas reported. This improvement is directly attributable to the school improvement teams operating in each of our schools. These school teams examined student data, identified school needs, and implemented strategies that would enable them to meet those needs. School improvement plans have now been developed by each school, and we believe that these plans will have a positive effect on all reported areas.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$206,254	\$217,639
Per pupil expenditure	\$5,358	\$5,592
Instructional staff per 1,000 pupils	61.9	61.7
Professional support staff per 1,000 pupils	10.8	9.9
Instructional assistants per 1,000 pupils	10.7	10.8
Average length of school day for pupils	6.5	6.1
Length of school year for pupils	180	180

This past year, our system began to focus on the correlates of Effective Schools and to link them to the various principles of Total Quality Management. We will continue this statewide thrust as we work toward improved student achievement.

We wish to applaud our entire school community whose combined efforts are the reason for our past successes. It is through these combined efforts that we will continue to move forward in the coming year.

ST. MARY'S

COUNTY PUBLIC SCHOOLS

St. Mary's County, with a population of 80,800, is located at the confluence of the Potomac and Patuxent Rivers and the Chesapeake Bay, southeast of Washington, D.C. The Board of Education is housed in Leonardtown, the County seat. The twenty-four public schools include sixteen elementary schools, four middle schools, three high schools, and one technical center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD			1993**		
	EX	SAT	EX	NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING
Reading	97	95	909	·	·	97.8 ✓
Mathematics	90	80	905	·	·	76.4 ✓
Writing	96	90	892	·	·	93.5 ✓
Citizenship	92	85	900	·	·	85.0 ✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD			1992**			1993**		
	EX	SAT	EX	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	EX
Reading	99	97	99.5	99.7	0	·	99.5 ✓	·	·
Mathematics	99	97	96.5	96.8	·	·	96.5 ✓	·	·
Writing	99	97	95.1	98.5	0	·	98.9 ✓	·	·
Citizenship	99	97	96.7	97.6	·	·	97.9 ✓	·	·
Passed All Tests	96	90	91.2	94.6	0	·	94.5 ✓	·	·

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD % TESTED			NUMBER ABSENT EXCUSED			NUMBER NOT REPORTED ***		
	EX	SAT	EX	NUMBER TESTED	NUMBER ABSENT	PERCENT AT EX	EX	SAT	NOT MET
G Reading	25	70	893	70	67	1.5	24.7 ✓	·	·
A Mathematics	25	70	883	83	60	0.9	20.6 ✓	·	·
D Social Studies	25	70	876	90	60	1.0	26.9 ✓	·	·
E Science	25	70	871	95	60	1.3	25.5 ✓	·	·
G Reading	25	70	882	62	45	2.4	26.3 ✓	·	·
A Mathematics	25	70	880	67	42	3.2	37.5 ✓	·	·
D Social Studies	25	70	860	87	42	3.3	31.2 ✓	·	·
E Science	25	70	861	86	42	1.6	32.4 ✓	·	·
G Reading	25	70	715	90	24	0.5	18.8 ✓	·	·
A Mathematics	25	70	671	137	21	2.7	25.9 ✓	·	·
D Social Studies	25	70	674	134	21	1.7	24.0 ✓	·	·
E Science	25	70	657	151	21	2.8	23.1 ✓	·	·

* Fewer Than 20 Students ** Indicates Baseline Year Data *** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

MARYLAND SCHOOL PROGRAM COMPLETION RESULTS	1991			1992*			1993		
	Percent Completed	Percent Promoted	Percent Failed	Percent Completed	Percent Promoted	Percent Failed	Percent Completed	Percent Promoted	Percent Failed
University of Maryland System Requirements	33.7	34.8	27.4	33.7	34.8	27.4	40.7	40.7	33.7
Approved Occupational Program Requirements	11.8	21.8	139	11.8	21.8	139	20.7	20.7	11.8
BOTH - University & Occupational Requirements	1.9	1.8	33	1.9	1.8	33	4.9	4.9	1.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992**			1993		
	Percent	Number	Percent	Percent	Number	Percent
Attend a four year college	22.2	198	29.1	22.2	198	29.1
Attend a two year college	16.0	91	13.4	16.0	91	13.4
Attend a specialized school or pursue specialized training	4.0	35	5.1	4.0	35	5.1
Enter employment (related to high school program)	11.2	57	8.4	11.2	57	8.4
Enter employment (unrelated to high school program)	9.1	62	9.1	9.1	62	9.1
Enter the military	7.0	70	10.3	7.0	70	10.3
Enter full-time employment and school	3.3	27	4.0	3.3	27	4.0
Enter part-time employment and/or school	13.6	105	15.4	13.6	105	15.4
Other and no response	9.0	36	5.3	9.0	36	5.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

St. Mary's

SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	404	435
Kindergarten	1,026	1,057
Grades 1 - 6	6,165	6,131
Grades 7 - 12	5,012	5,017
Ungraded Special Education	348	379
Total Enrollment	12,955	13,019

STUDENT MOBILITY

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	1,876 15.1	1,818 14.8
Withdrawals	2,743 22.1	2,609 21.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	25 0.2	48 0.4
Chapter 1	663 5.1	729 5.6
Free/Reduced Price Meals	2,765 21.3	3,080 23.7
Special Education	1,716 13.2	1,703 13.1
Intensity I	82 4.8	83 4.9
Intensity II	738 43.0	722 42.4
Intensity III	503 29.3	491 28.8
Intensity IV	338 19.7	354 20.8
Intensity V	55 3.2	53 3.1

First Graders with Kindergarten Experience		1992 NUMBER PERCENT		1993 NUMBER PERCENT	
Pre-Kindergarten	435	1,030	98.2	991	99.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS&4)					
Census - Grade 3	READING COMPREHENSION		LANGUAGE TOTAL		MATHEMATICS TOTAL
	1992 Sample - Grades 5, 8	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	
Grade 3	45.8	992	45.0	41.5	983
Grade 5	44.1	258	46.0	44.2	259
Grade 8	45.0	260	49.0	40.6	258

School Improvement Notes

The St. Mary's County Public School System is pleased that our ninth grade students improved their performance on the Maryland Writing Test by thirty points in two years and on the Maryland Citizenship Test by ten points in two years. The system also maintained its excellent status on the Maryland Functional Reading Test.

OTHER FACTORS	1992	1993
Wealth per pupil	\$145,501	\$153,418
Per pupil expenditure	\$5,179	\$5,668
Instructional staff per 1,000 pupils	65.3	65.1
Professional support staff per 1,000 pupils	10.3	9.9
Instructional assistants per 1,000 pupils	7.4	7.6
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

Significant reductions have been made in the dropout rate, and the number of students prepared to enter higher education continued to increase. Focus in the 1993-1994 school year will be on increasing partnerships with the community and on making continuous progress in all assessed areas, particularly in mathematics and in the MSPAP. Staff development will be based on Dimensions of Learning and performance assessment. "Roots and Wings," one of eleven national projects designed to "break the mold" of elementary education, will be implemented. The Tech Prep high school program of studies will be refined to enable more students to successfully complete rigorous courses.

SOMERSET

COUNTY PUBLIC SCHOOLS

Somerset County, with a population of 22,350, is located on the Eastern Shore and is the State's southernmost county. The Chesapeake Bay forms its western boundary and Virginia its southern boundary. The Board of Education is housed in Princess Anne, the County seat. The thirteen public schools include five elementary schools, two elementary/middle combined schools, two middle schools, two secondary schools, one technology/career center, and one special school.

STUDENT PERFORMANCE

School Year 1992-1993



ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			GRADE 9 STATUS			1991**			1992**			1993**		
STANDARD	EX	SAT	STANDARD	EX	SAT	NUMBER	NUMBER	PERCENT	NUMBER	PERCENT	EX	SAT	NOT MET	
Reading	97	95	256	•	•	98.4	•	98.4	•	87.2	•	90.7	•	90.7
Mathematics	90	80	257	•	•	96.4	•	96.4	•	92.7	•	84.3	•	84.3
Writing	96	90	246	•	•	97.0	•	97.0	•	96.8	•	95.3	•	95.3
Citizenship	92	85	254	•	•	97.6	•	97.6	•	96.8	•	95.3	•	95.3

MD FUNCTIONAL TESTS			GRADE 11 STATUS			1991**			1992**			1993**		
STANDARD	EX	SAT	STANDARD	EX	SAT	NUMBER	NUMBER	PERCENT	NUMBER	PERCENT	EX	SAT	NOT MET	
Reading	99	97	99.4	100.0	0	0	0	99.5	•	98.1	•	98.1	•	98.1
Mathematics	99	97	97.8	97.2	0	0	0	99.1	•	99.1	•	99.1	•	99.1
Writing	99	97	96.7	96.7	0	0	0	96.8	•	96.8	•	96.8	•	96.8
Citizenship	99	97	96.7	98.1	0	0	0	95.3	•	95.3	•	95.3	•	95.3
Passed All Tests	96	90	92.8	94.8	0	0	0	95.3	•	95.3	•	95.3	•	95.3

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			PROPOSED STANDARD %			NUMBER TESTED			NUMBER ABSENT EXCUSED			NUMBER NOT REPORTED ***			PERCENT AT EX SAT			NOT MET			
G	R	A	D	A	D	E	D	E	R	A	D	E	R	A	D	E	R	A	D	E	
G	Reading	25	70	246	22	•	2.2	12.7	•	1.3	25.2	•	1.3	25.2	•	1.3	25.2	•	1.3	25.2	•
A	Mathematics	25	70	243	25	•	1.9	22.4	•	1.3	21.0	•	1.5	22.4	•	1.5	22.4	•	1.5	22.4	•
D	Social Studies	25	70	245	23	•	1.5	22.4	•	0.4	28.2	•	0.4	28.2	•	0.4	28.2	•	0.4	28.2	•
E	Science	25	70	212	26	•	1.7	31.1	•	0.7	20.5	•	0.7	20.5	•	0.7	20.5	•	0.7	20.5	•

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)			STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 1-6	96	94	94.1	94.1	94.4	95.0	95.0	95.0	95.0	
Grades 7-12	96	94	92.5	91.6	91.6	92.2	92.2	92.2	92.2	

STUDENT PARTICIPATION			STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Students Absent					1992 PERCENT		1993 PERCENT			
Fewer than 5 days					25.7		27.6			
More than 20 days					16.1		13.9			

DROPOUT RATE (YEARLY)			STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 9-12	1.25	3.0	8.0	5.7	5.34	5.34	5.34	5.34	5.34	

STUDENT ATTAINMENT

PROMOTION RATE			STANDARD		1990**		1992		1993	
	EX	SAT	EX	SAT	Percent	Percent	EX	SAT	NOT MET	
Grades 1-6	98	96	96.4	98.8	98.5	98.5	98.5	98.5	98.5	

HIGH SCHOOL PROGRAM COMPLETION			1991		1992		1993			
	EX	SAT	Percent	Completed	Percent	Completed	EX	SAT	Percent	
University of Maryland System Requirements					23.3		25.4		51	
Approved Occupational Program Requirements					41.5		46.9		91	
BOTH - University & Occupational Requirements					0		4.5		12	

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:			1992*		1993	
	Percent	Number	Percent	Number	Percent	
Attend a four year college	33.0	67	33.2	67	33.2	
Attend a two year college	14.8	17	8.4	17	8.4	
Attend a specialized school or pursue specialized training	5.1	7	3.5	7	3.5	
Enter employment (related to high school program)	8.5	22	10.9	22	10.9	
Enter employment (unrelated to high school program)	11.4	26	12.9	26	12.9	
Enter the military	5.1	20	9.9	20	9.9	
Enter full-time employment and/or school	3.4	8	4.0	8	4.0	
Enter part-time employment and/or school	17.6	36	12.9	36	12.9	
Other and no response	1.1	9	4.5	9	4.5	

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

1.9

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	143	136
Kindergarten	238	236
Grades 1 - 6	1,543	1,528
Grades 7 - 12	1,444	1,497
Ungraded Special Education	32	32
Total Enrollment	3,400	3,429

STUDENT MOBILITY	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	232 7.2	238 7.3
Withdrawals	263 8.2	291 9.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	• 0.3	• 0.4
Chapter 1	459 13.5	480 14.0
Free/Reduced Price Meals	1,747 51.4	1,785 52.1
Special Education	397 11.7	398 11.6
Intensity I	76 19.1	79 19.8
Intensity II	133 33.5	129 32.4
Intensity III	97 24.4	97 24.4
Intensity IV	52 13.1	55 13.8
Intensity V	39 9.8	38 9.5

First Graders with Kindergarten Experience

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
	250 95.1	242 98.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census Grades 3-5,8	READING		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	42.8	498	42.5	47.5	197	41.5
Grade 5	31.4	221	35.3	36.0	219	37.0
Grade 8	47.4	247	50.8	42.5	247	44.5

School Improvement Notes

Somerset County continues to exhibit a strong commitment to academic excellence for all students. We are extremely proud of our students, teachers, support staff, administrators, and supervisors who have focused their efforts toward achieving marked improvement in all areas measured. Standards were met this year in all Maryland Functional Tests with the exception of citizenship, and, even in that test, the standard was missed by less than one percent in both the ninth and eleventh grades. Our motto, "Success-Nothing Less," symbolizes our commitment to academic achievement and high expectations for our students. We will continue to direct our efforts toward achieving the State standards by 1995.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$103,937	\$108,706
Per pupil expenditure	\$5,110	\$4,938
Instructional staff per 1,000 pupils	61.2	60.9
Professional support staff per 1,000 pupils	8.2	9.6
Instructional assistants per 1,000 pupils	12.4	13.7
Average length of school day for pupils	6.6	6.5
Length of school year for pupils	180	180

TALBOT

COUNTY PUBLIC SCHOOLS

Talbot County, with a population of 30,549, is centrally located on the Eastern Shore with the Chesapeake Bay forming its western boundary. The Board of Education is housed in Easton, the County seat. The nine public schools include six elementary, one middle, one middle/high combined, and one high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 9 STATUS			EX	SAT	%	NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING
Reading	97	95	323	•	0	98.5	✓	✓
Mathematics	90	80	325	•	0	72.9	✓	✓
Writing	96	90	314	•	0	89.8	✓	✓
Citizenship	92	85	321	•	0	85.0	✓	✓

MD FUNCTIONAL TESTS			STANDARD			1993**		
GRADE 11 STATUS			EX	SAT	%	NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
Reading	99	97	99.0	99.5	0	•	98.0	✓
Mathematics	99	97	96.7	98.1	0	•	97.5	✓
Writing	99	97	97.1	99.5	0	•	96.0	✓
Citizenship	99	97	96.2	98.1	0	•	95.5	✓
Passed All Tests	96	90	91.9	95.2	0	•	93.0	✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS			PROPOSED STANDARD			NUMBER TESTED			NUMBER NOT EXCUSED			PERCENT AT TESTED			EX SAT			NOT MET		
G	R	A	D	A	D	E	S	T	E	R	**	**	EX	SAT	EX	SAT	EX	SAT	EX	SAT
G	Reading	25	70	337	24	•	2	8	24.7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	339	25	•	1	9	27.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	335	29	•	1	4	31.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	335	29	•	1	6	31.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	352	•	•	2	4	23.7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	359	•	•	2	4	36.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	355	•	•	2	2	29.9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	348	23	•	1	1	29.6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

G	R	A	D	E	S	T	E	R	**	EX	SAT								
G	Reading	25	70	267	46	•	1	0	23.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A	Mathematics	25	70	275	38	•	1	9	30.0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D	Social Studies	25	70	273	40	•	4	2	33.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	Science	25	70	263	50	•	1	0	26.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

| G | R | A | D | E | S | T | E | R | ** | EX | SAT |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

<tbl_r cells="20" ix

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	100	86
Kindergarten	335	314
Grades 1 - 6	2,065	2,136
Grades 7 - 12	1,668	1,687
Ungraded Special Education	28	17
Total Enrollment	4,196	4,240

STUDENTS RECEIVING SPECIAL SERVICES

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
Limited English Proficient	0.4	0.1
Chapter 1	101	2.4
Free/Reduced Price Meals	873	20.8
Special Education	380	9.1
Intensity I	52	13.7
Intensity II	179	47.1
Intensity III	84	22.1
Intensity IV	53	13.9
Intensity V	.	3.2

First Graders with Kindergarten Experience

	1992	1993
	NUMBER PERCENT	NUMBER PERCENT
	380	99.5
	369	96.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census Grades 3, 5, 8	READING			COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL				
	1992		1993	1992		1993	1992		1993	1992		1993		
	Median	Percentile	Number Taking	Median	Percentile	Number Taking	Median	Percentile	Number Taking	Median	Percentile	Number Taking	Median	Percentile
Grade 3	52.0	328	54.0	53.0	325	50.0	51.0	326	43.0					
Grade 5	46.0	331	48.0	48.0	330	50.0	47.0	329	50.0					
Grade 8	60.0	315	54.0	56.0	314	47.0	45.0	315	41.0					

School Improvement Notes

Talbot County continues to demonstrate growth on its annual performance report. We met the excellent standard on one and the satisfactory standard on six of the original thirteen data-based areas. Our dropout rate continues to decline.

Talbot County has made strong efforts to implement Outcome-Based Education and mastery learning, to restructure the high school program, to revise curricula to reflect new State outcomes, and to build strong school improvement teams. More of our students are learning, growing, and succeeding than ever before.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$337,138	\$357,708
Per pupil expenditure	\$5,326	\$5,307
Instructional staff per 1,000 pupils	69.2	66.0
Professional support staff per 1,000 pupils	11.3	9.6
Instructional assistants per 1,000 pupils	9.1	13.0
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

WASHINGTON COUNTY PUBLIC SCHOOLS

Washington County, with a population of 120,000, is located in western Maryland. The Board of Education is housed in Hagerstown, the County seat. The forty-four public schools include twenty-four elementary, seven middle, one middle/senior, one vocational, and six high schools. The schools also include one outdoor education, one alternative, one early childhood, and two special education centers.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD		1993**		1993**		NOT MET
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	
	EX	SAT	EX	SAT	EX	SAT	
Reading	97	95	1,326	·	·	98.6 ✓	
Mathematics	90	80	1,328	0	·	81.9 ✓	
Writing	96	90	1,310	·	·	95.2 ✓	
Citizenship	92	85	1,228	0	·	93.2 ✓	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD		1991**		1992**		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
	EX	SAT	EX	SAT	EX	SAT	
Reading	99	97	99.8	99.4	0	·	99.9 ✓
Mathematics	99	97	97.7	97.3	0	·	98.0 ✓
Writing	99	97	98.4	97.8	0	·	99.2 ✓
Citizenship	99	97	96.6	96.7	0	·	98.3 ✓
Passed All Tests	96	90	94.2	93.6	0	·	96.4 ✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD		NUMBER TESTED		NUMBER ABSENT		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
	EX	SAT	EX	SAT	EX	SAT	
G Reading	25	70	1,268	99	70	1.0	26.1 ✓
A Mathematics	25	70	1,293	86	51	1.1	26.7 ✓
D Social Studies	25	70	1,274	105	51	1.3	31.5 ✓
E Science	25	70	1,258	121	51	1.4	25.8 ✓

G Reading	PROPOSED STANDARD		NUMBER TESTED		NUMBER ABSENT		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
	EX	SAT	EX	SAT	EX	SAT	
A Mathematics	25	70	1,263	88	53	4.3	39.5 ✓
D Social Studies	25	70	1,248	103	53	2.2	27.2 ✓
E Science	25	70	1,246	105	53	1.3	32.5 ✓

G Reading	PROPOSED STANDARD		NUMBER TESTED		NUMBER ABSENT		NOT MET
	EX	SAT	EX	SAT	EX	SAT	
	EX	SAT	EX	SAT	EX	SAT	
A Mathematics	25	70	1,130	95	41	2.4	34.4 ✓
D Social Studies	25	70	1,115	110	41	1.6	29.1 ✓
E Science	25	70	1,094	131	41	1.8	27.1 ✓

* Fewer Than 20 Students

** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

54

STUDENT PARTICIPATION

GRADE 9 STATUS	ATTENDANCE RATE		STANDARD		1990**		NOT MET
	YEARLY	%	EX	SAT	Percent	1992	
	EX	SAT	EX	SAT	Percent	EX	
Grades 1-6	96	94	95.3	96.0	98.5 ✓		
Grades 7-12	96	94	93.4	95.0	94.8 ✓		

GRADE 11 STATUS	STUDENTS ABSENT		STANDARD		1992 PERCENT		NOT MET
	YEARLY	%	EX	SAT	Percent	1993	
	EX	SAT	EX	SAT	Percent	EX	
Fewer than 5 days	·	·	·	·	·	38.4	
More than 20 days	·	·	·	·	·	4.5	

GRADE 12 STATUS	DROPOUT RATE		STANDARD		1990**		NOT MET
	YEARLY	%	EX	SAT	Percent	1992	
	EX	SAT	EX	SAT	Percent	EX	
Grades 9-12	1.25	3.0	4.3	3.3	3.3	3.64 ✓	

STUDENT ATTAINMENT

GRADE 11 STATUS	PROMOTION RATE		STANDARD		1990**		NOT MET
	YEARLY	%	EX	SAT	Percent	1992	
	EX	SAT	EX	SAT	Percent	EX	
Grades 1-6	98	96	98.9	98.2	98.0 ✓		

GRADE 11 STATUS	HIGH SCHOOL PROGRAM COMPLETION		STANDARD		1990**		NOT MET
	YEARLY	%	EX	SAT	Percent	1992	
	EX	SAT	EX	SAT	Percent	EX	
University of Maryland System Requirements	33	4	31.5	31.2	28.2	29.4	
Approved Occupational Program Requirements	29	9	29.7	29.4	30.7		
BOTH - University & Occupational Requirements	17	2.5	2.5	1.2	1.3		

POST-SECONDARY DECISIONS

GRADE 11 STATUS	GRADE 12 DOCUMENTED DECISIONS TO:		STANDARD		1992**		NOT MET
	YEARLY	%	EX	SAT	Percent	1993	
	EX	SAT	EX	SAT	Percent	EX	
Attend a four year college	23	1	20.1	21.0			
Attend a two year college	22	5	24.6	25.7			
Attend a specialized school or pursue specialized training	3.6	27	2.8				
Enter employment (related to high school program)	9.2	10.5					
Enter employment (unrelated to high school program)	14.0	13.8	14.4				
Enter the military	6.3	4.6	4.8				
Enter full-time employment and/or school	3.4	2.9	3.0				
Enter part-time employment and/or school	12.6	10.8	11.3				
Other and no response	5.2	5.8	6.1				

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

• Fewer Than 20 Students

** Indicates Baseline Year Data

54

• Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

116

117



Washington SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	331	367
Kindergarten	1,460	1,597
Grades 1 - 6	8,864	8,935
Grades 7 - 12	7,276	7,609
Ungraded Special Education	161	170
Total Enrollment	18,092	18,678

STUDENT MOBILITY

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Entrants	1,765	10.0	1,794	9.8
Withdrawals	1,757	9.9	1,807	9.9

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
Limited English Proficient	156	0.9	149	0.8
Chapter 1	1,252	6.9	1,521	8.1
Free/Reduced Price Meals	5,103	28.2	5,400	28.9
Special Education	2,564	14.2	2,664	14.3
Intensity I	517	20.2	548	20.6
Intensity II	1,045	40.8	1,039	39.0
Intensity III	496	19.3	550	20.6
Intensity IV	349	13.6	345	13.0
Intensity V	157	6.1	182	6.8

First Graders with Kindergarten Experience

	1992 NUMBER	1992 PERCENT	1993 NUMBER	1993 PERCENT
	1,545	98.5	1,572	99.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census- Grades 3 - 5	READING		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Sample- Grades 8						
Grade 3	53.6	1,457	55.2	48.3	1,449	53.1
Grade 5	47.8	1,339	53.8	50.1	1,335	54.7
Grade 8	58.8	423	54.0	50.2	420	50.0

School Improvement Notes

We celebrate a number of 1992-1993 accomplishments. From 1990 to 1993, we have improved to the point of achieving excellent or satisfactory ratings on all ninth and eleventh grade Maryland Functional Tests. We are particularly pleased that we have met the excellent standard for eleventh grade students who have passed all tests.

We are pleased that the rate of eighth grade students completing algebra has shown a steady increase from 35.5% in 1990 to 52.2% in 1992-1993.

OTHER FACTORS

	1992	1993
Wealth per pupil	\$150,595	\$158,724
Per pupil expenditure	\$5,183	\$5,307
Instructional staff per 1,000 pupils	64.1	64.5
Professional support staff per 1,000 pupils	9.6	9.9
Instructional assistants per 1,000 pupils	10.2	8.2
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	177

In spite of a slight decrease in our secondary attendance rate, we are pleased that we have maintained a satisfactory or better rating from 1991 to 1993.

Business partners and parent volunteers have played a positive and productive role in our successes.

WICOMICO

COUNTY PUBLIC SCHOOLS

Wicomico County, with a population of 74,300, is located on the Eastern Shore with the Chesapeake Bay on the west and Delaware on the north. The Board of Education is housed in Salisbury, the County seat. The twenty-six public schools include sixteen elementary, one elementary/middle, two middle, one middle/high, three high, one career technology, and two alternative schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD %		1991**		1993**	
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING
Reading	97	95	876	•	•	98.1 ✓
Mathematics	90	80	875	•	•	78.7 ✓
Writing	96	90	849	32	•	94.9 ✓
Citizenship	92	85	868	•	•	87.9 ✓

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD %		1991**		1992		1993	
	EX	SAT	NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT
Reading	99	97	99.4	99.9	0	•	100.0 ✓	
Mathematics	99	97	90.3	99.3	0	•	98.7 ✓	
Writing	99	97	97.9	99.4	0	•	99.6 ✓	
Citizenship	99	97	98.7	99.0	0	•	98.2 ✓	
Passed All Tests	96	90	96.3	98.2	0	•	96.6 ✓	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD %		NUMBER TESTED		NUMBER ABSENT EXCUSED		NUMBER NOT REPORTED ***		PERCENT AT		EX SAT		NOT MET	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
G Reading	25	70	952	87	83	1.1	23.8	✓						
A Mathematics	25	70	964	77	49	0.8	21.3	✓						
D Social Studies	25	70	942	99	49	0.5	26.8	✓						
E Science	25	70	946	95	49	1.0	28.1	✓						
3 Reading	25	70	912	63	50	1.5	19.8	✓						
G Mathematics	25	70	895	80	36	1.9	33.9	✓						
D Social Studies	25	70	884	91	36	1.7	26.7	✓						
E Science	25	70	890	85	36	0.8	27.6	✓						
5 Reading	25	70	728	98	26	0.5	13.9	✓						
A Mathematics	25	70	745	82	25	2.4	26.0	✓						
D Social Studies	25	70	733	94	25	1.3	21.0	✓						
E Science	25	70	718	109	25	1.2	20.2	✓						
8 Science	25	70	718	109	25	1.2	20.2	✓						

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOI, and Second Semester Transfers

STUDENT PARTICIPATION

STUDENT PARTICIPATION	ATTENDANCE RATE		STANDARD %		1990* Percent		1992 Percent		1993 Percent	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grades 1-6	96	94	94.9	95.2	95.1	95.1	92.8	92.7	92.7	92.7
Grades 7-12	96	94	94.9	95.2	95.1	95.1	92.8	92.7	92.7	92.7

STUDENT PARTICIPATION	DROPOUT RATE		STANDARD %		1990* Percent		1992 Percent		1993 Percent	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grades 9-12	1.25	3.0	6.4	6.1	5.44	5.44	5.44	5.44	5.44	5.44

STUDENT ATTAINMENT	PROMOTION RATE		STANDARD %		1990* Percent		1992 Percent		1993 Percent	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grades 1-6	98	96	96.6	97.0	97.0	97.0	97.4	97.4	97.4	97.4

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed		1992 Percent Completed		1993 Percent Completed	
	EX	SAT	EX	SAT	EX	SAT
University of Maryland System Requirements	47.7	44.5	44.5	44.5	30.7	45.4

Approved Occupational Program Requirements	24.6	25.5	25.5	25.5	15.5	22.9
BOTH: University & Occupational Requirements	2.8	2.1	2.1	2.1	1.9	2.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992**		1993	
	Percent	Number	Percent	Number
Attend a four year college	37.9	262	39.9	307
Attend a two year college	11.5	85	12.9	93
Attend a specialized school or pursue specialized training	3.4	18	2.7	19
Enter employment (related to high school program)	10.7	65	9.9	54
Enter employment (unrelated to high school program)	5.7	32	4.9	28
Enter the military	2.8	22	3.3	26
Enter full-time employment and school	11.6	83	12.6	70
Enter part-time employment and/or school	3.7	29	4.4	20
Other and no response				

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Wicomico

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	136	145
Kindergarten	997	987
Grades 1 - 6	6,700	6,753
Grades 7 - 12	5,131	5,269
Ungraded Special Education	110	120
Total Enrollment	13,074	13,274

STUDENT MOBILITY	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Entrants	1,172 9.1	1,185 9.1
Withdrawals	1,303 10.1	1,379 10.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992 NUMBER PERCENT	1993 NUMBER PERCENT
Limited English Proficient	154 1.2	128 1.0
Chapter 1	1,890 14.5	1,681 12.7
Free/Reduced Price Meals	3,253 24.5	3,902 29.4
Special Education	1,356 10.4	1,419 10.7
Intensity I	102 7.5	89 6.3
Intensity II	676 50.9	646 45.5
Intensity III	343 25.3	374 26.4
Intensity IV	87 6.4	156 11.0
Intensity V	148 10.9	154 10.9

OTHER FACTORS

	1992	1993
Wealth per pupil	\$141,766	\$146,014
Per pupil expenditure	\$4,923	\$5,039
Instructional staff per 1,000 pupils	63.9	64.7
Professional support staff per 1,000 pupils	7.7	7.3
Instructional assistants per 1,000 pupils	13.1	12.4
Average length of school day for pupils	7.0	7.0
Length of school year for pupils	180	180

	First Graders with Kindergarten Experience		1992 NUMBER PERCENT	1993 NUMBER PERCENT
			1,177	91.0

	NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)		LANGUAGE TOTAL	MATHEMATICS TOTAL
Census - Grades 3,5,8	READING COMPREHENSION	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile
	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile
Grade 3	58.5	1,046	54.8	1,059
Grade 5	50.5	1,066	46.5	1,081
Grade 8	50.3	887	59.0	45.1

School Improvement Notes

As we move into the fourth year of this report, the Wicomico County School System continues to meet, exceed, or grow toward standards established by the Maryland School Performance Program. This year we met ten of the original thirteen standards; performed well in the norm-referenced assessment; and raised our SAT scores to a county total of 910, surpassing the State and national averages. We are especially pleased to maintain a high program completion rate for graduates, while lowering the dropout rate by almost one percentage point. The county is in the process of revising its curriculum, extending staff development, and improving instructional strategies to meet the standards on the MSPAP. A school improvement team is functioning in each of our schools, charged with meeting the standards set for the year 2000.

WORCESTER

COUNTY PUBLIC SCHOOLS

Worcester County, with a population of 35,028, is located on the Eastern Shore. Its borders are formed by the Atlantic Ocean on the east, Delaware to the north, and Virginia to the south. Ocean City is its famous beach resort. The Board of Education is housed in Newark. The thirteen public schools include five elementary schools, three middle/combined schools, three secondary schools, one special learning center, and one career/technology center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD EX SAT	1993**		
		NUMBER TAKING	NUMBER ABSENT	PERCENT PASSING
				EX
Reading	97	95	455	0
Mathematics	90	80	454	89.2
Writing	96	90	441	96.1
Citizenship	92	85	449	85.5

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD EX SAT	1993**		
		NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING
				EX
Reading	99	97	99.4	100.0
Mathematics	99	97	97.2	98.8
Writing	99	97	98.6	98.8
Citizenship	99	97	98.0	96.7
Passed All Tests	96	90	95.5	94.6

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD TESTED	NUMBER EX SAT	1993**		
			NUMBER NOT EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX SAT
G Reading	25	70	473	29	2.0
R Mathematics	25	70	470	32	0.2
A Social Studies	25	70	468	34	0.8
D Science	25	70	465	37	1.0
E					25.9
3					✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD TESTED	NUMBER EX SAT	1993**		
			NUMBER NOT EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX SAT
G Reading	25	70	377	28	1.5
R Mathematics	25	70	375	30	4.0
A Social Studies	25	70	365	40	1.5
D Science	25	70	372	33	1.0
E					28.4
3					✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS	PROPOSED STANDARD TESTED	NUMBER EX SAT	1993**		
			NUMBER NOT EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX SAT
G Reading	25	70	386	32	1.7
R Mathematics	25	70	388	30	2.4
A Social Studies	25	70	383	35	1.7
D Science	25	70	383	35	1.7
E					20.6
3					✓

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

KEY: EX = Excellent, SAT = Satisfactory, % = Percent



STUDENT PARTICIPATION						1993													
ATTENDANCE RATE (YEARLY)		STANDARD %		1990** Percent		1992 Percent		1992 Percent		1993 Percent									
Grades 1-6		96		94		95.4		95.4		95.6									
Grades 7-12		96		94		94.1		94.2		93.8									
STUDENTS ABSENT						1992 PERCENT													
Fewer than 5 days						1993 PERCENT													
More than 20 days						34.7													
Grades 9-12						8.1													
DROPOUT RATE (YEARLY)						1993													
STUDENT ATTAINMENT		STANDARD %		1990** Percent		1992 Percent		1992 Percent		1993 Percent									
PROMOTION RATE (YEARLY)		EX SAT		EX SAT		EX SAT		EX SAT		EX SAT									
Grades 1-6						100.0													
HIGH SCHOOL PROGRAM COMPLETION						100.0													
University of Maryland System Requirements						38.9													
Approved Occupational Program Requirements						22.4													
BOTH - University & Occupational Requirements						0.8													
POST-SECONDARY DECISIONS						1993													
GRADE 12 DOCUMENTED DECISIONS TO:						1992**													
Attend a four year college						126													
Attend a two year college						13.3													
Attend a specialized school on pursue specialized training						4.9													
Enter employment (related to high school program)						5.2													
Enter employment (unrelated to high school program)						11.4													
Enter the military						7.4													
Enter full-time employment and/or school						2.8													
Enter part-time employment and/or school						9.3													
Other and no response						6.2													
5.1						172													
30.2						101													
2.4						8													
10.6						35													
13.6						45													
4.2						14													
1.4						35													
10.6						9.3													
5.4						18													

Worcester SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	101	98
Kindergarten	422	520
Grades 1 - 6	2,837	2,848
Grades 7 - 12	2,443	2,516
Ungraded Special Education	36	47
Total Enrollment	5,839	6,029

STUDENTS RECEIVING SPECIAL SERVICES

1992			1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	58	1.0	50	0.8
Chapter 1	623	10.7	435	7.2
Free/Reduced Price Meals	1,928	33.0	1,938	32.1
Special Education	519	8.9	561	9.3
Intensity I	42	8.1	44	7.8
Intensity II	229	44.1	217	38.7
Intensity III	166	32.0	209	37.3
Intensity IV	39	7.5	39	7.0
Intensity V	43	8.3	52	9.3

OTHER FACTORS

	1992	1993
Wealth per pupil	\$416,417	\$418,901
Per pupil expenditure	\$5,922	\$6,104
Instructional staff per 1,000 pupils	67.9	68.0
Professional support staff per 1,000 pupils	11.5	11.4
Instructional assistants per 1,000 pupils	18.3	18.5
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

	1992	1993
First Graders with Kindergarten Experience	526	100.0

	NUMBER	PERCENT	NUMBER	PERCENT
1993				

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING		LANGUAGE TOTAL		MATHEMATICS TOTAL	
	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile	1992 Median Percentile	1993 Median Percentile
Grade 3	52.8	47.0	55.0	52.6	461	58.2
Grade 5	57.2	430	41.5	59.2	429	47.5
Grade 8	59.3	435	54.0	53.6	434	49.5

School Improvement Notes

Committees involving teachers, parents, and other community members support the efforts of each of our schools in developing strategies necessary to meet the goals and objectives of the Maryland School Performance Program. Worcester County continues to address challenging academic standards while maintaining school climates that are rich with opportunities for students to grow personally and socially. We met the excellent standard on six of the nine Maryland Functional Tests and the satisfactory standard on the remaining three. In Student Participation and Attainment, we met two of the four standards. More than 80 percent of Worcester's 1993 graduates met University of Maryland system requirements or completed an approved occupational program. We are constructing curricula and have initiated staff development aimed at improving student achievement in the Maryland School Performance Assessment Program (MSPAP).

STATE OF MARYLAND

DISAGGREGATED DATA, DATA-BASED AREAS

School Year 1992-1993

The following data have been disaggregated for the Data-Based Areas included on pages 10 and 11 of this report. Please refer to the introductory section of this report for definitions of the various Data-Based Areas. Data are disaggregated by sex and race/ethnicity if 20 or more students are included in the sex and race/ethnicity categories. If 20 or more students are not included, the data are not disaggregated; they are, however, included in the totals on pages 10 and 11 of this report.

STUDENT PERFORMANCE ASSESSED STUDENT KNOWLEDGE - PERCENT PASSING

MARYLAND FUNCTIONAL TESTS	STANDARD %		RACE/ETHNICITY AND SEX												ALL RACES						
	Excellent Satisfactory		American Indian/Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		M		F		M		F		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
GRADE 9 STATUS																					
• Reading	97	95	94.7	96.6	98.1	98.5	92.8	96.9	98.4	99.4	95.5	96.9	96.4	98.4	96.4	98.0	80.4	80.4	96.4	98.0	96.4
• Mathematics	90	80	58.2	61.0	94.0	93.1	58.3	64.2	88.7	89.6	77.9	79.5	78.0	78.0	78.0	78.0	81.2	81.2	91.2	91.2	95.7
• Writing	96	90	89.4	89.7	97.3	98.0	83.4	91.7	95.1	98.0	94.0	95.5	91.2	91.2	91.2	91.2	83.9	83.9	83.9	83.9	83.7
• Citizenship	92	85	60.0	72.6	92.2	90.3	71.0	72.3	91.3	90.4	79.2	79.7	79.7	79.7	79.7	79.7	83.1	83.1	83.1	83.1	83.7
GRADE 11 STATUS																					
• Reading	99	97	97.4	100.0	99.1	99.5	99.1	99.6	99.8	99.8	99.8	99.8	98.1	98.1	99.5	99.5	99.7	99.7	99.5	99.5	99.7
• Mathematics	99	97	97.4	93.3	97.8	98.5	69.9	92.0	98.5	98.7	94.0	94.6	95.9	95.9	96.5	96.5	96.5	96.5	96.5	96.5	96.5
• Writing	99	97	97.4	97.8	96.9	99.2	96.3	98.6	99.1	99.6	95.5	96.0	98.1	98.1	99.2	99.2	99.2	99.2	99.2	99.2	99.2
• Citizenship	99	97	92.1	91.1	94.8	96.2	93.0	93.2	98.4	98.4	98.1	98.1	87.6	87.6	96.3	96.3	96.2	96.2	96.3	96.3	93.5
• Passed All Tests	96	90	89.5	86.7	92.5	94.5	84.8	87.3	94.8	96.9	83.1	83.1	86.1	86.1	92.8	92.8	93.5	93.5	93.5	93.5	93.5

MARYLAND SCHOOL PERFORMANCE PROGRAM (MSPAP) 1992 RESULTS	STANDARD %		ASIAN/PACIFIC ISLANDER												AFRICAN AMERICAN						HISPANIC					
	EX	SAT	AMERICAN INDIAN/ALASKAN NATIVE		F		M		F		M		EX		SAT		EX		SAT		EX		SAT			
	M	F	% AT	SAT	EX	SAT	M	F	% AT	SAT	EX	SAT	M	F	% AT	SAT	EX	SAT	M	F	% AT	SAT	EX	SAT		
G Reading	25	70	0.0	26.0	3.8	30.4	2.8	38.1	4.9	47.9	0.3	9.7	0.7	16.6	1.8	30.5	3.7	42.0	0.5	19.5	0.9	25.4	1.3	23.8	2.7	33.4
R Mathematics	25	70	2.1	21.6	1.3	25.0	2.8	38.5	3.0	43.9	0.1	7.8	0.1	10.2	1.9	35.1	2.4	38.4	0.3	14.1	1.0	17.2	1.3	26.1	1.6	28.8
D Social Studies	25	70	0.0	28.9	5.0	37.5	2.7	45.7	5.4	52.7	0.2	13.4	0.5	18.5	2.5	38.3	3.8	46.5	0.9	23.2	0.9	25.2	1.7	30.3	2.7	36.9
E Science	25	70	2.1	27.8	1.3	36.3	2.7	40.3	4.7	52.3	0.2	10.8	0.3	16.5	2.0	36.3	3.5	45.9	0.9	18.6	0.7	25.4	1.4	28.0	2.4	35.9
G Reading	25	70	4.8	12.7	1.2	22.2	4.4	32.5	7.5	46.9	0.6	8.9	1.6	16.6	2.7	25.5	5.9	39.1	1.3	17.6	1.0	19.4	2.1	20.3	4.4	31.4
R Mathematics	25	70	7.9	36.5	2.5	37.0	13.2	60.7	12.8	63.7	0.8	18.9	1.0	24.0	8.4	52.2	8.3	54.9	3.1	33.6	1.9	29.6	6.0	41.5	5.8	44.3
D Social Studies	25	70	3.2	25.4	3.7	30.9	6.4	41.6	5.9	48.9	0.5	10.8	0.7	15.8	4.1	37.4	5.8	43.9	0.7	20.6	0.9	21.6	2.9	28.8	4.0	34.2
E Science	25	70	3.2	31.7	0.0	27.2	3.8	47.1	4.0	52.4	0.2	11.2	0.4	14.9	2.9	42.5	3.3	47.0	0.8	25.7	0.7	21.6	2.0	32.4	2.3	35.9
G Reading	25	70	1.9	11.1	3.0	22.4	4.2	38.1	8.2	50.7	0.2	6.1	0.9	15.0	1.8	22.8	3.8	38.0	1.1	14.2	1.4	18.0	1.3	17.9	2.9	30.2
R Mathematics	25	70	1.9	27.8	7.5	32.8	15.1	62.1	13.4	59.3	0.3	9.6	0.5	12.6	6.2	44.4	6.4	46.3	1.6	24.1	2.1	21.3	4.6	33.6	4.5	34.8
D Social Studies	25	70	0.0	25.9	7.5	25.4	5.2	45.7	9.7	50.7	0.2	8.0	0.7	15.5	2.6	30.6	5.2	43.5	0.9	16.7	2.1	20.4	1.9	23.7	3.8	33.7
E Science	25	70	0.0	13.0	1.5	31.3	8.4	49.2	9.7	53.0	0.3	5.5	0.3	10.6	3.1	31.9	5.1	40.1	0.4	14.9	1.5	17.5	2.3	23.8	3.5	30.1

* Fewer Than 20 Students

MARYLAND - DISAGGREGATED DATA, DATA-BASED AREAS - SCHOOL YEAR 1992-1993

Continued

STUDENT PERFORMANCE STUDENT PARTICIPATION - PERCENT PASSING

		STANDARD %		RACE/ETHNICITY AND SEX								ALL RACES					
				American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic					
				M	F	M	F	M	F	M	F	M	F	M	F		
ATTENDANCE RATE (YEARLY)		Excellent	Satisfactory	96	94	93.4	93.3	96.6	96.7	93.6	94.0	95.3	95.2	94.4	94.2	94.7	
		• GRADES 1-6		96	94	86.9	86.8	95.1	95.3	87.3	87.8	93.1	92.9	90.9	91.1	91.2	94.8
DROPOUT RATE (YEARLY)		• GRADES 9-12		1.25	3.0	8.23	7.32	2.20	1.27	10.57	8.02	3.97	2.79	5.42	3.98	6.13	4.56

STUDENT ATTAINMENT

		STANDARD %		RACE/ETHNICITY AND SEX								ALL RACES					
				American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic					
				M	F	M	F	M	F	M	F	M	F	M	F		
PROMOTION RATE		Excellent	Satisfactory	98	96	98.9	98.7	99.7	99.8	97.8	98.8	99.2	99.6	99.0	99.7	98.8	99.4
• GRADES 1-6																	

SUPPORTING INFORMATION OTHER FACTORS

		RACE/ETHNICITY AND SEX - (MEDIAN PERCENTILE)								ALL RACES					
		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
READING Comprehension	GRADE 3	•	•	63.0	56.0	31.0	41.9	59.4	63.6	41.9	48.4	49.0	44.3	49.0	55.8
	GRADE 5	•	•	60.9	60.4	25.0	32.4	57.9	63.2	32.8	32.9	44.3	44.3	51.1	51.1
	GRADE 8	•	•	82.6	70.5	34.0	41.2	61.9	69.4	38.8	58.8	51.8	51.8	59.8	59.8
Language Total	GRADE 3	•	•	53.4	62.2	25.0	36.6	71.0	66.0	34.8	27.9	44.0	44.0	53.9	53.9
	GRADE 5	•	•	48.7	75.3	27.0	39.5	45.9	56.8	30.0	35.2	43.2	43.2	54.5	54.5
	GRADE 8	•	•	82.0	72.8	27.6	39.4	51.3	63.2	32.4	60.5	42.0	42.0	54.9	54.9
Mathematics Total	GRADE 3	•	•	64.8	67.3	23.2	30.1	59.1	60.4	55.3	37.0	46.4	46.4	49.1	49.1
	GRADE 5	•	•	71.0	71.9	27.8	35.8	53.9	63.7	30.8	38.3	46.7	46.7	52.9	52.9
	GRADE 8	•	•	94.6	81.5	24.2	32.7	59.5	61.9	32.2	46.1	47.0	47.0	50.9	50.9

130

61

131

Summary

The *Maryland School Performance Report, 1993- State and System Level*, is Maryland's fourth outcome-based accountability and school improvement publication that lists data-based areas and standards.

This report should be used as a global view of each school system and the State. Information contained in the report will be used to make instructional improvement decisions, to improve performance, and to measure improvement from year to year.

We see the publication of this report as another step toward implementing Maryland School Performance and further advancing Maryland toward high quality education for all of its children.

133

62

f32

Acknowledgements

All local school system staff responsible for making this report possible.

Division of Planning, Results, and Information Management

(Data Collection, Analysis, and Reporting)

Mark Moody, Assistant State Superintendent

Ricka Markowitz

Linda Baker

Roslyn Hodnett

Sheila Thompson

John Irons

Charles Sank

Lois Brown

Patrick Siemek

Maryland School Performance, Product, and Service Development Office

Robert Gabrys, Assistant State Superintendent

Gayle Scott, Management Associate

Kathleen Rosenberger, Publication Editor

Sandi Benson, Computer Graphics

Jodellano Statom

Dennyse Drummond

Karen Ganjon

Steven Ferrara

**Staff of the Division of Special Education, the Division of Career Technology and Adult Learning,
and the Nutrition and Transportation Services**